DOCUMENT RESUME

ED 458 841 FL 801 479

AUTHOR LaRue, Charles; LaRue, Pamela
TITLE Newcomers and the Environment: ESL Textbook with Teaching Guide--Answer Key [and] ESL Textbook. Advanced Level.
SPONS AGENCY Minnesota State Office of Environmental Assistance, St. Paul.
PUB DATE 2001-00-00
NOTE 138p.; For Intermediate Level document, see FL 801 478.
AVAILABLE FROM Multi-Cultural Educational Services, 832 104th Lane, NW, Coon Rapids, MN 55433; Tel.: 763-767-7786; Web: http://www.mcedservices.com.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Education; *English (Second Language); *Environmental Education; Hmong; Immigrants; *Literacy; Multicultural Education; Russian; Second Language Instruction; Second Language Learning; Serbocroatian; Somali; Spanish; Teaching Guides; Vietnamese

ABSTRACT

This advanced level teaching guide, answer key, and English-as-a-Second-Language (ESL) textbook package, provides nine career and personal profiles of immigrants to the United States from a variety of countries presently working in the field of environmental protection and regulation. A glossary translates numerous more specialized, environment-related vocabulary into six languages other than English, including Russian, Hmong, Serbocroatian, Somali, Vietnamese, and Spanish. (KFT)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 458 841

Newcomers and the Environment: Teaching Guide — Answer Key [and] ESL Textbook. Advanced Level.

Charles LaRue
Pamela LaRue

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Charles LaRue

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

FL 801 479

BEST COPY AVAILABLE

Newcomers and the Environment

Teaching Guide - Answer Key
Advanced Level

By Charles and Pamela LaRue

Introduction to "Newcomers and the Environment"

This book was written with two purposes in mind: to teach ESL and to teach environmental education. Immigrants who work in the field of environmental education and protection have been profiled. We answer a number of questions about each person. Why did they come to the United States? How did they chose their profession? What information do they want to pass on to other newcomers? These immigrants have come to America and successfully made a new life for themselves, as our students hope to do. They serve as an inspiration, both personally and professionally, to all who use this textbook.

To make the book more understandable to students with limited English, there is a glossary of special vocabulary words. The vocabulary words are underlined, and appear throughout the book. When you see an underlined word, go to the glossary to find out what the word means in English, or to see a translation of that word in any of these six languages: Bosnian, Hmong, Russian, Somali, Spanish and Vietnamese. In some of the exercises the vocabulary words are not underlined. The glossary begins on page 101.

Who should use this textbook

There are two versions of this text book: Intermediate and Advanced. The Advanced textbook is written for ESL students scoring over 210 on the CASAS and reading at the 4th grade level or above.

How to use this textbook

Each chapter begins with a story. Read the story with your student. Read each sentence to them and have them repeat word for word. Stop at the end of each paragraph and quiz them about vocabulary and content. We recommend whenever possible to have the students work cooperatively. Later, there are some examples of ways to have students learn cooperatively when they do the exercises in this book. Most of the answer in the Answer Key are written as complete sentences from the book. You can decide if you want your students to give short answers or answer in complete sentences.

The people profiled in this book are happy to answer any questions that you or your students might have about their profession. Information on how to contact them is provided at the end of each story, along with suggestions on where to get additional information on the subject discussed in that chapter.

Exercise 1 - Reading Comprehension

Exercise 1 in each chapter is a reading comprehension exercise. The students find the correct information in the story, and write their answers to the questions. The instructor can decide if he/she wants the students to write their answers as complete sentences.

Exercise 2 - Text Editing

Exercise 2 in each chapter consists of sentences from the text, however, some words are incorrect. The students need to decide which words are incorrect and cross them out. Then the students need to find the correct word from the text and write it above the crossed out word. When the students are done, the answers can be checked cooperatively with another student. In a classroom setting each student can put one answer on the board, and the class can approve the corrections as a group.

Exercises 3 to 6

Exercises 3 to 6 vary from chapter to chapter. They may be grammar, reading comprehension, fill-in the blank, matching or discussion exercises. The grammar exercises review the vocabulary and grammatical structures from the text. Fill in the blank and matching exercises review vocabulary. The discussion exercises ask the students to talk with each other and compare and contrast how things are done in their country, with how things are done here. After the discussion, the class as a whole can review their answers and each student can explain what they learned while talking to their partner.

Additional Information Required

Exercise 6, in Chapters 1 and 2, requires students to use a local recycling brochure. Contact your county or local city hall for recycling information. Exercise 6, in Chapter 7, requires students to use the "Minnesota Fishing Regulations" book to

answer the questions. Free books are available by calling the DNR at 1-888-646-6367. Exercise 6, in Chapter 9, requires students to use "A Guide to Minnesota State Parks." For free copies of the guide call the DNR number above. Exercise 5, in Chapter 10, requires students to use "The Minnesota Fish Consumption Advisory Booklet." Call the MN Department of Health at 651-215-0950 for copies of the free booklet.

Cooperative learning activities for your students:

Have students work in pairs whenever possible. If the pairs of students speak different languages it is easier to get them to speak English to each other. Because of this, you may want to chose the pairs that will be working together. This way, students won't automatically pair up with someone with whom they can speak their own language. If you are working one-to-one with a student, consider yourself the student's partner as you go through the exercises.

Have each pair work together to write the correct answers in one of their books. Then have one student dictate the correct answers while the other student writes the answers in their workbook. You may find it difficult to get your students to work cooperatively when they both have copies of the text. In that case, when they've completed an exercise, have students close their books. Give a pair of students one copy of the questions and see if they can ask and answer the questions orally with their partner.

Chapter 1

Exercise 1 (page 4)
1. Where is Kou from? -- Laos
2. Why did he leave Laos? -- It was no longer safe.
3. How long has he lived in Wisconsin? -- for 20 years or since 1980
4. When did he get an environmental job? -- in 1996
5. Why did some people drink polluted water? -- There was no other water to drink.
6. What happened to people when they drank polluted water? -- Many people became ill.
7. What did the first recycling company in Laos reuse? -- pop bottles and other glass bottles
8. What did a Thai company recycle? -- gun shells
9. What does Kou teach people to do? -- He teaches them how to compost their garbage.
10. What does he do with the soil from his compost pile? -- He puts it on his garden to help his plants grow.
11. How many bags of garbage did his family throw away each week? -- 3
12. How many bags do they throw away now? -- 1

Exercise 2 (page 5)
1. Kou was serving in the ~~American~~ military (of Laos) when he was ~~14~~ (16) years old.
2. Kou came to ~~Laos~~ (the US) because it was (no longer) safe to remain in Laos.
3. Kou lived in ~~Canada~~ (the United States) for many years before he became interested in ~~temperamental~~ (environmental) education.
4. In ~~1976~~ (1996), Kou Xiong was ~~fired~~ (hired) by the ~~Refusing~~ (Recycling) Program in Eau Claire.
5. In Laos people became ~~wild~~ (ill) because of ~~protected~~ (polluted) water.
6. The Laotian government (didn't) manage~~d~~ garbage, and people didn't care~~d~~ about the environment.
7. A~~n Armenian~~ (Thai) company came to Laos to ~~review~~ (recycle) gun shells.
8. In Wisconsin the Department of ~~Internal Affairs~~ (Natural Resources) has many ~~review~~ (reuse) and recycling programs.
9. He ~~confuses~~ (composts) food and yard waste, and puts composted soil on his ~~driveway~~ (garden).
10. Because they ~~compare~~ (compost) and ~~revise~~ (recycle), Kou's family only throws away ~~3~~ (1) bag~~s~~ of garbage a week.

Exercise 3 (page 6) Other correct answers are possible.
1. Kou grew up in Laos. -- Where did Kou grow up?
2. They moved to Eau Claire, Wisconsin, in 1980. -- Where did they move in 1980?
3. Kou lived in the US for many years. -- How long did Kou live in the US?
4. In Laos people washed clothes in the river. -- Where did people wash clothes in Laos?
5. People drank the polluted water. -- What did people drink?
6. An American company collected pop bottles. -- What did an American company collect?
7. They reused the glass bottles. -- What did they reuse?
8. A Thai company recycled gun shells into metal chairs. -- What did a Thai company recycle?
9. Many Southeast Asian people learned how to recycle. -- What did many Southeast Asian people learn?
10. Kou and his family threw away 3 bags of garbage a week. -- How many bags of garbage did they throw away?

5 BEST COPY AVAILABLE

Exercise 4 (page 8) Discuss what happens to garbage using the photos in the book.
What happens to garbage after we throw it away? -- It's taken to a landfill or waste-to energy facility. (garbage burner)
Why is it a good idea to reuse and recycle? -- It keeps the air and water cleaner. It saves energy. It keeps material out of landfills.

Exercise 5 (page 9)
Answers will vary.

Exercise 6 (page 10)
Answers will vary.

Chapter 2

Exercise 1 (page 14)
1. When she was growing up, what did Stefanie learn? -- She learned to be happy with what she had.
2. What did she always want to do? -- She always wanted to protect the environment.
3. What fascinated her when she came to the United States? -- She was fascinated with the large size of this country.
4. What surprised her? -- She was surprised to see that everything is big, including the trash cans.
5. Why can everybody relate to recycling? -- Because everybody buys things and throws away garbage.
6. Why did she think she got her job? -- She thinks she got the job because she was volunteering.
7. What were her job duties at the recycling hotline? -- She answered calls about curbside recycling.
8. What did she learn about people? -- She learned that people have very different feelings about garbage and recycling.
9. What is her job now? -- She is the Assistant Public Outreach Coordinator for the San Francisco Recycling Program.
10. Why does she have information translated into Chinese and Spanish? -- Because those are the two most common languages spoken in the home after English.
11. Why are environmental regulations a new idea for many newcomers? -- Many countries don't have environmental laws.
12. What does Stefanie sometimes wish? -- She wishes that there was a law that said people must recycle.

Exercise 2 (page 15)
1. She grew up close to ~~factories~~ (nature) and had many ~~toys~~ (pets).
2. In her family they didn't ~~eat~~ (waste) food or ~~keep~~ (throw away) things that were still good.
3. Stefanie moved to ~~Colorado~~ (California) from ~~Georgia~~ (Germany) in 1997.
4. She always ~~worried~~ (wanted) to ~~propose~~ (protect) the environment.
5. In the ~~UN~~ (US) she was ~~surmised~~ (surprised) to see that everything is very ~~small~~ (big).
6. Everybody ~~sells~~ (buys) things and throws away ~~garage~~ (garbage), no matter what their ~~incline~~ (income) or cultural background is.
7. At the ~~hothouse~~ (hotline), she answered calls about ~~bedside~~ (curbside) recycling.
8. She has some ~~invitations~~ (information) translated into ~~Finnish~~ (Spanish) and Chinese.
9. She sometimes wishes there was a ~~lake~~ (law) here that said people must ~~refuse~~ (recycle).
10. She has learned that groups with different ~~comfortable~~ (cultural) backgrounds have different reasons to protect the ~~retirement~~ (environment).
11. She hopes that more newcomers will look into ~~jokes~~ (jobs) that help the ~~excitement~~ (environment).

Exercise 3 (page 16)
1. She became interested in environmental education. -- Environmental education was interesting to her.
2. She was fascinated with the large size of the country. -- The large size of the country was fascinating to her.
3. She was surprised to see that everything was very big. -- To see that everything was very big was surprising to her.
4. Working with people from different cultures makes it fascinating for her. -- She was fascinated to work with people from different cultures.
5. What was surprising for you in the US? Answers will vary.
6. What kind of work is interesting to you? Answers will vary.

Exercise 4 (page 17)
Answers will vary.

Exercise 5 (page 19) There can be more than one correct answer.
1. glass bottles and jars, cans -- Rinse out food
2. corrugated cardboard -- Flatten or tear down

BEST COPY AVAILABLE

3. newspapers and inserts, boxboard, mixed paper and junk mail magazines, catalogs and phone books --Put in a paper grocery bag
4. glass bottles and jars -- Remove foil labels
5. glass bottles and jars, plastic bottles -- Remove caps and lids
6. glass bottles and jars -- Sort by color
7. corrugated cardboard -- Can not recycle pizza boxes
8. cereal and other food boxes -- Remove any bags from inside
9. newspapers and inserts -- Must be clean and dry
10. cans, plastic bottles, glass bottles and jars -- Rinse them clean

Exercise 6 (page 20)
Answers will vary.

Chapter 3

Exercise 1 (page 24)
1. What did Girma study in the Soviet Union? -- He studied engineering.
2. Why didn't he return to his country? -- He would have been persecuted if he returned.
3. What did he study in Minnesota? -- He studied environmental engineering (wastewater treatment).
4. Where did he get a summer job? -- He got a summer job at the Metropolitan Wastewater Treatment Plant.
5. How big is the Twin Cities treatment facility? -- It's one of the 10 biggest in the nation.
6. What happens to anything that you put in a storm drain? -- It goes into the lakes and rivers.
7. What happens if your car leaks and it rains? -- The rain causes the automotive fluids to flow into the storm drains.
8. What does Girma want to leave for the future? -- He wants to leave a cleaner environment.
9. What's one thing that's dangerous to put in the sewer? -- Gasoline. It can explode right in your sewer pipe.
10. Who can you contact to get information on how to throw away chemicals? -- You can contact your county solid waste office.
11. What question does Girma ask people? -- "Are you going to be a friend of the environment or not?"

Exercise 2 (page 25)
1. Girma left Ethiopia to study ~~refereeing~~ (engineering) in the ~~European~~ (Soviet) Union.
2. Because of his ~~accidents~~ (activities) he could not return to his ~~job~~ (country).
3. He was ~~dejected~~ (accepted) by the United States, and decided to attend the University of ~~Wisconsin~~ (Minnesota).
4. He got a ~~winter~~ (summer) job at the Metropolitan ~~Cleanwater Enchantment~~ (Wastewater Treatment) Plant.
5. The treatment process removes the ~~containers~~ (contaminants), and other things that can cause ~~distance~~ (disease), from the wastewater.
6. "Anything that you put in the ~~drawer~~ (storm drain) goes into the ~~yard~~ (lake) where you want to ~~play~~ (fish)."
7. One way to help the environment is to ~~start~~ (stop) leaks in your ~~sink~~ (car).
8. We want to leave a ~~cooler~~ (cleaner) environment for the ~~past~~ (future) and for our children.
9. Chemicals like gasoline can ~~expose~~ (explode) in the sewer ~~tape~~ (pipe).
10. You can get ~~invitation~~ (information) on how to throw away anything from your ~~city~~ (county) solid waste office.
11. He asks, "Are you going to be a ~~fan~~ (friend) of the ~~treatment~~ (environment) or not?"

Exercise 3 (page 26)
1. What automotive products should not be thrown in the storm drain? -- oil, gasoline, antifreeze, automobile cleaners, engine cleaners, batteries and oil filters
2. What lawn and garden products should not be thrown in the storm drain? -- fertilizer with weed killer, chemicals that kill weeds and pests, chemicals that are used in swimming pools
3. What household products should not be thrown in the storm drain? -- paint, painting products, cleaners or any products that come in aerosol cans, batteries, fluorescent lights, and things with mercury
4. What happens to everything that is thrown in the storm drain? -- It will flow into lakes and rivers.

Exercise 4 (page 27)
1. Where should you wash your car? -- on the lawn
2. Why should you wash it there? -- That will stop soap, dirt, rust and water from running into the storm drains.
3. What should you do if you see some automotive fluid on the street or driveway? -- Soak up the fluid with a rag and throw the rag in the garbage.
4. Why? -- That will help to keep the environment clean.
5. How will keeping your car well tuned help save the environment? -- You will help lower air pollution.
6. How will keeping the correct amount of air in your tires save you money? -- You will use less gasoline.

BEST COPY AVAILABLE

Exercise 5 (page 28)
1. If you wash your car on the grass, -- you will stop the soap and dirt from running in the storm drains.
2. If you wash your car in the street, -- you will pollute the lakes and rivers.
3. If you don't wipe up fluid leaks with a rag, -- you will cause pollution.
4. If you wipe up fluid leaks with a rag, -- you will help keep the environment clean.
5. If you keep your car well tuned, -- you will use less gas and lower air pollution.
6. If you don't keep your car well tuned, -- you will use more gas and cause air pollution.
7. If you keep the correct amount of air in your tires, -- you will use less gas and save money.
8. If you don't keep the correct amount of air in your tires, -- you will use more gas and spend more money.

Exercise 6 (page 29)
1. Keep your car well tuned. You might use as much as 20% less gasoline.
--If you keep your car well tuned, you can use as much as 20% less gasoline.
2. Keep the correct amount of air in your tires. You will use less gasoline.
-- If you keep the correct amount of air in your tires, you will use less gasoline.
3. Keep these automotive fluids away from the streets, so they don't flow into the storm drains. That will help the environment.
-- If you keep these automotive fluids away from the streets, so they don't flow into the storm drains, that will help the environment.
4. Don't put gasoline in the sewer. It might explode in the sewer.
-- If you put gasoline in the sewer, it can explode in the sewer.
5. We can be friends of the environment. Our children might have a cleaner environment in the future.
-- If we can be friends of the environment, our children can have a cleaner environment in the future.
6. Don't throw chemicals, like gasoline, in the sewer. You might be fined.
-- If you throw chemicals, like gasoline, in the sewer, you can be fined.

Exercise 7 (page 30)
Answers will vary.

Chapter 4

Exercise 1 (page 34)
1. Where did Laura grow up? -- She grew up in Hong Kong.
2. What did she own in Iowa? -- She owned an interior design firm.
3. What problems did people have when new materials were put in buildings? -- They complained of feeling sick, having runny noses, itching, headaches and respiratory illnesses.
4. Why did she decide to move to Minnesota? -- She had heard that in Minnesota they were doing more research on indoor air quality.
5. What kind of health problems did new Sudanese families have? -- They had respiratory illnesses.
6. What was causing the problem? -- Mold and mildew in the home can cause respiratory illnesses.
7. How did she get the respect of the Sudanese community? -- For six months she attended Sudanese community meetings.
8. How many people showed up for her first class? -- Sixty men and women showed up for her first class.
9. Why are houses built so that less air escapes? -- This helps a house stay warmer in the winter and cooler in the summer.
10. What problem does this cause? -- This keeps air that is not healthy inside the house.
11. How did cultural differences add to the problem? -- They were doing the same things here that they did in their country, only when they did them here they were having health problems.
12. What was important for newcomers to learn? -- It was important to learn that what they did every day had a lot to do with the indoor air quality of their homes.

Exercise 2 (page 35)
1. Laura grew up in ~~Taiwan~~ (Hong Kong), and came to ~~Canada~~ (the US) to go to school.
2. She settled in ~~Ohio~~ (Iowa), where she owned an ~~exterior sign~~ (interior design) firm.
3. When new materials were ~~recalled~~ (installed) in buildings people got headaches and ~~regulatory~~ (respiratory) illnesses.
4. Laura went back to school to study how ~~vegetables~~ (chemicals) in building materials can make people ~~sad~~ (sick).
5. She was asked to do ~~reverse~~ (research) in an indoor air ~~plane~~ (quality) office.
6. Too much moisture in the home causes ~~cold~~ (mold) and mildew, which can cause respiratory ~~goodness~~ (illness).
7. Laura taught a class on "how to get your car ready for ~~summer~~ (winter), and how to get your ~~horse~~ (home) ready for winter."
8. The group learned how they could ~~prepare~~ (prevent) mold and ~~minerals~~ (mildew) from growing in their homes.
9. Since ~~the Civil War~~ World War II, conserving energy has been ~~impossible~~ (important) in the US.

10. Homes are built so that ~~more~~ (less) warm air ~~escorts~~ (escapes) when it is cold outside.
11. If the windows are not ~~closed~~ (opened), not enough ~~stale~~ (fresh) air comes inside the house to keep indoor air healthy.
12. People who come to Minnesota from a ~~cold~~ (warm) climate, try to keep their homes as ~~cool~~ (warm) and humid as they were in their own country.

Exercise 3 (page 36)
1. She was asked to do research. -- Somebody asked her to do research.
2. Social workers were called about these illnesses by the nurses. -- The nurses called social workers about these illnesses.
3. Homes are built so that less warm air escapes when it's cold outside. -- Somebody builds homes so that less warm air escapes when it's cold outside.
4. Chlorine bleach was handed out by Laura. -- Laura handed out chlorine bleach.
5. The windows were not opened by immigrants. -- Immigrants did not open the windows.
6. Exhaust fans were not used by immigrants. -- Immigrants did not use exhaust fans.
7. Air that is not healthy was kept inside the house by doing this. -- Somebody kept air that is not healthy inside the house.
8. Their houses were closed up. -- They closed up their houses.

Exercise 4 (page 38)
1. Bacteria, mold, mildew, dust mites, and cockroaches can cause indoor air pollution.
2. They grow in materials that have been damaged by water, or in places that get wet.
3. If you control the amount of moisture in your home, you can reduce indoor air pollution.
4. Some biological pollutants cause allergies, or asthma.
5. People can cough and sneeze, have runny noses and watery eyes.
6. Children, older people, and people with breathing problems or allergies should be very careful.
7. Use exhaust fans to help remove the moisture in your home.
8. Exhaust fans also reduce the air pollution in your home.
9. You may see small black spots on bathroom walls, around windows, and other places that get wet.
10. Washing with this will kill the mold and mildew.
11. Cover your nose and mouth when you wash mold and mildew so that you do not breathe it in.
12. Clean often, vacuum carpeting and furniture every week, and use exhaust fans.

Exercise 5 (page 39)
Biological Pollutants: mildew, cockroaches, bacteria, dust mites
People who should be very careful: children, people with breathing problems, people with allergies
Health Problems: sneezing, trouble breathing, feeling tired, fever, asthma, watery eyes, coughing, stomach problems, runny noses

Exercise 6 (page 40)
1. What are places for mold and mildew to grow? -- They grow in materials that have been damaged by water, or in places that get wet.
2. How can you reduce indoor air pollution? -- If you control the amount of moisture in your home, you can reduce indoor air pollution.
3. What do biological pollutants cause? -- Some biological pollutants cause allergies, or asthma.
4. Which people should be very careful? -- Children, older people, and people with breathing problems or allergies should be very careful.
5. Where should you vent exhaust fans? -- Vent your clothes dryer and exhaust fans outdoors.
6. What can exhaust fans remove? -- Fans can remove much of the moisture from everyday activities.
7. What do mold and mildew look like? -- small black spots on bathroom walls, around windows, and other places that get wet
8. What should you do if you see mold and mildew in your home? -- Wash these spots with chlorine bleach to kill the mold and mildew.
9. What should you cover when you wash mold and mildew? -- Cover your nose and mouth when you wash mold and mildew.
10. What can you do to reduce pollutants in your house? -- Clean often, vacuum carpeting and furniture every week, and use exhaust fans.

Chapter 5

Exercise 1 (page 44)

1. When did Niccu first come to the US? -- in 1975
2. When did she return? -- in 1986
3. What was her second career? -- public health and family health education
4. What was her goal? -- Her goal was to go to a poor country and develop health programs.
5. Why did she decide to stay in Minnesota? -- Her plans changed when she heard about a new project called "Cancer control for Ethnic Groups."
6. How many volunteers did she get? -- She got 300 volunteers.
7. What was their first project? -- writing a brochure on breast cancer
8. What was their next project? -- a brochure written on smoking
9. What would Niccu like all immigrants to learn about? -- She would like to see all immigrants learn about prevention.
10. Who does she worry about? -- Niccu worries about teenagers who are living in two worlds.
11. Why does she worry about them? -- Sometimes they do things that aren't healthy, like smoking.
12. What is one of the biggest causes of cancer? -- Smoking tobacco is one of the biggest causes of cancer.

Exercise 2 (page 45)

1. Niccu first came to ~~Iran~~ (the US) in 1975 and then came back to ~~Ohio~~ (Minnesota) in 1986.
2. She was interested in ~~wealth~~ (health) education and went back to college to study ~~private~~ (public) health.
3. She planned to go to a ~~rich~~ (poor) country and to teach people about ~~work~~ (health).
4. She could stay in ~~Montana~~ (Minnesota), and still work with people ~~leaving~~ (coming) here from other countries.
5. Her committee has members from ~~11~~ (40) different ~~psychic~~ (ethnic) groups.
6. Their first project was a ~~broadcast~~ (brochure) on ~~liver~~ (breast) cancer.
7. The United States is an ~~interested~~ (industrial) country, and that has ~~wealth~~ (health) risks.
8. Newcomers need to learn about air ~~position~~ (pollution) and ~~space~~ (water) pollution.
9. Niccu would like to see all ~~innocents~~ (immigrants) learn about ~~perfection~~ (prevention).
10. She worries about ~~tea drinkers~~ (teenagers) who are ~~moving~~ (living) in two worlds.
11. They see other kids ~~joking~~ (smoking), and think they need to ~~joke~~ (smoke) to be Americans.
12. Smoking tobacco is one of the ~~smallest~~ (biggest) causes of ~~rancor~~ (cancer).

Exercise 3 (page 46)

1. Niccu said, "This committee has members from 40 different ethnic groups."
She said that the committee had members from 40 different ethnic groups.
2. She said, "I also got 300 volunteers."
She said that she also had gotten 300 volunteers.
3. She said, "Sometimes we have to change the original text."
She said that sometimes they had to change the original text.
4. She said, "We are trying to develop something that is culturally sensitive."
She said that they were trying to develop something that was culturally sensitive.
5. She said, "The United States is an industrial country."
She said that the United States was an industrial country.
6. She said, "Newcomers need to learn about air pollution and water pollution."
She said that newcomers needed to learn about air pollution and water pollution.
7. She said, "All of these things can affect their health, and some of these things can cause cancer."
She said that all of these things could affect their health, and some of these things could cause cancer.
8. She said, " They see other kids and adults smoking, and think that they need to smoke to be an American."
She said that they saw other kids and adult smoking and thought that they needed to smoke to be an American.

Exercise 4 (page 48)

1. What is secondhand smoke? -- Secondhand smoke is the smoke that comes from a cigarette, pipe, or cigar, and the lungs of smokers.
2. How many chemicals does secondhand smoke contain? -- This smoke contains more than 4,000 chemicals.
3. How many chemicals are known to cause cancer? -- More than 40 of these chemicals can cause cancer.
4. Who is most seriously hurt by secondhand smoke? -- Infants and young children whose parents smoke are among the most seriously hurt by secondhand smoke.
5. What kind of illnesses do they get? -- They have a bigger risk of respiratory illness.
6. How many infants and children are sent to the hospital because of these illnesses? -- These illnesses send between 7,500 and 15,000 children to the hospital each year.
7. What is the most common surgery children have in the hospital? -- Surgery for too much fluid in the ear.

8. What does secondhand smoke do to children with asthma? -- Secondhand smoke makes these children get sick more often, and makes their health problems much worse.
9. What can passive smoking cause? -- Passive smoking may also cause thousands of children to get asthma each year.

Exercise 5 (page 49)
1. Secondhand smoke is the smoke C. that comes from a cigarette, pipe, or cigar.
2. The lungs of young children E. are hurt by secondhand smoke.
3. Secondhand smoke can cause A. too much fluid in the ear.
4. Children with asthma B. get sick more often.
5. Infants and young children whose parents smoke G. are among the most seriously hurt.
6. Passive smoking may also cause children F. to get asthma.
7. Too much fluid in the ear D. is the most common reason for children to have surgery.
8. This smoke contains H. more than 4000 chemicals.

Exercise 6 (page 50)
Answers will vary.

Chapter 6

Exercise 1 (page 54)
1. What kind of work did Nigatu do in Ethiopia? -- He was teaching agriculture to adults.
2. Where did he study the science of farming? -- at South Dakota State University
3. What does he teach immigrants to do? -- He teaches them to grow better crops and be more successful farmers.
4. What kind of people is the program looking for? -- The program is looking for people who want to farm as a business.
5. Why is it good to start with a small farm?-- Because the participants are often beginners.
6. What kind of training do the new farmers get? -- Farmers have both "classroom" and "field" training.
7. What do many immigrants bring with them? -- Many immigrants bring plants and seeds with them.
8. What is "organic farming"? -- No chemicals are used on organic crops.
9. How long can people stay in the New Immigrant Farm Program? -- up to three years
10. What will new farmers be able to do at the end of the program? -- They will be able to be self-sufficient farmers.
11. Why does Nigatu enjoy his work?-- Because he works "with people who don't usually get the help they need."
12. Why does Jack Vang think this program is good for the community? -- It brings the community together. or It brings understanding.

Exercise 2 (page 55)
1. Nigatu grew up in ~~Ecuador~~ (Ethiopia) and worked there teaching ~~history~~ (agriculture).
2. He graduated from ~~South~~ North ~~Minnesota~~ (Dakota) State University, with degrees in the science of ~~astronomy~~ (agronomy).
3. He started his job as ~~expensive~~ (extension) educator of the New ~~Migrant~~ (Immigrant) Farm Program in 1998.
4. People can learn to farm if they have an ~~area~~ (idea) of how they can ~~grow~~ (sell) their crops.
5. The farm size has to be ~~big~~ (small) enough so that the farmer and his family will be able to ~~find~~ (take care of) it.
6. The new farmers learn how to make the soil more ~~feeble~~ (fertile), and to control ~~beasts~~ (pests).
7. Not all plants will grow in Minnesota, because our climate is ~~warm~~ (cold) and our growing season is ~~long~~ (short).
8. Some people choose ~~romantic~~ (organic) farming, because organic crops can sell for more ~~honey~~ (money).
9. Participants can stay in the New Immigrant ~~Barn~~ (Farm) Program for up to 3 ~~months~~ (years).
10. At the end of the program, they are expected to buy or rent ~~videos~~ (land) someplace else, and become self ~~defense~~ (sufficient) farmers.
11. Nigatu enjoys his job because he works with ~~plants~~ (people) who don't usually get the ~~light~~ (help) they need.
12. Jack Vang believes that when people look at the immigrant families sweating very hard to ~~comfort~~ (support) themselves, it brings ~~understating~~ (understating).

Exercise 3 (page 56)
1. Where can you find these safe cleaning products? -- You can find all of them in your local supermarket.
2. Why are they safer for you and your family? -- They won't pollute the air in your home.
3. What can you add to get your clothes whiter? -- Add Borax to detergent when washing clothes.
4. What can you use to wash windows? -- Use a spray bottle with water and 1 tablespoon white vinegar.
5. What will happen if you put an open box of baking soda in your refrigerator? -- It will keep it smelling clean.

BEST COPY AVAILABLE

Exercise 4 (page 59)
1. Be very careful when using all hazardous products.
2. If you must use a product that is dangerous, try not to buy extra.
3. It's better to use all of the toxic product, than to throw some of it away.
4. Warning means that product is dangerous.
5. Caution means that product is a little dangerous.
6. Danger or Poison means that product is very, very dangerous.
7. Flammable chemicals can easily start a fire.
8. Toxic chemicals are harmful if inhaled, swallowed or absorbed.
9. Some products are hazardous in two ways.
10. Some products may be flammable and toxic, or toxic and corrosive.

Exercise 5 (page 60)
1. Flammable -- (n/a), Toxic -- **harmful, fatal, swallowed**, Corrosive -- (n/a)
2. Flammable -- **Flammable**, Toxic -- **harmful, fatal, swallowed**, Corrosive -- (n/a)
3. Flammable -- (n/a), Toxic -- (n/a), Corrosive -- **eye**
4. Flammable -- **Flammable**, Toxic -- **harmful, fatal, swallowed**, Corrosive -- (n/a)

Chapter 7

Exercise 1 (page 64)
1. When did Vuthy Pril become a conservation officer? -- on October 25th, 1999
2. What was his family's work in Cambodia? -- His parents' main work was farming.
3. How many fish could they catch in Cambodia? -- As much as they wanted.
4. Why did everything change in 1975? -- The Communists overthrew the Cambodian government.
5. When did Vuthy's family arrive in Minnesota? -- They arrived in Minnesota in 1983.
6. How did he learn about the DNR job? -- A friend told him about the DNR job.
7. What does ELCOP stand for? -- ELCOP stands for Enforcement Liaison Community Officer Program.
8. What are his job duties? -- He is responsible for encouraging the legal and wise use of our natural resources. or He teaches people how to use outdoor areas safely, and how to hunt and fish legally in Minnesota.
9. Why do immigrants have problems with Minnesota hunting and fishing laws. -- "Due to the language and cultural differences, many people still don't understand the rules and regulations."
10. What does Vuthy think newcomers should do? -- "Study hard to learn English, and to learn how things are done in this country."
11. Why is it different back home in Cambodia? -- Because people are hungry.
12. Why should people follow the hunting and fishing rules in Minnesota? -- So everyone, including our children, will have a chance to catch fish and hunt animals in Minnesota.

Exercise 2 (page 65)
1. In 1999, Vuthy Pril became ~~Wisconsin's~~ (Minnesota's) first Southeast Asian ~~Conversation~~ (Conservation) Officer.
2. In Cambodia, people could ~~drive~~ (fish) in other people's ~~parking lots~~ (rice patties).
3. "We ~~danced~~ (fished) as much as we wanted, we ~~sang~~ (hunted) as much as we wanted, nobody told us what to do."
4. Everything changed in 1975, when the ~~colonists~~ (communists) overthrew the ~~autocratic~~ (democratic) government.
5. Vuthy used a ~~shotgun~~ (slingshot) to hunt birds and other ~~large~~ (small) animals.
6. Vuthy was very ~~sad~~ (happy) to come to the US and live in a successful and ~~careful~~ (peaceful) country.
7. The ELCOP program was started to ~~discourage~~ (encourage) Southeast Asian immigrants to become ~~Reservation~~ (Conservation) Officers.
8. They are responsible for promoting the legal and ~~wide~~ (wise) use of our ~~notable~~ (natural) resources.
9. They teach people how to use outdoor areas ~~slowly~~ (safely), and how to ~~drive~~ (hunt) and fish legally in Minnesota.
10. "Due to ~~luggage~~ (language) and cultural differences, many people still don't ~~expand~~ (understand) rules and regulations."
11. He tells newcomers, "Study hard to learn ~~Spanish~~ (English), and to learn how things are ~~made~~ (done) in this country."
12. "We have to enforce the ~~views~~ (laws), so our children will have a chance to catch ~~cold~~ (fish) and hunt animals."

Exercise 3 (page 66) Other correct answers are possible.
1. He and his older sister helped their parents. -- Who did he and his older sister help?
2. He enjoyed going to school. -- What did he enjoy?
3. Everyone fished in the rivers. -- Where did everyone fish?

4. We fished as much as we wanted. -- How much did everyone fish?
5. The Communists overthrew the government. -- What did the Communists overthrow?
6. The Pril family tried to move back into their home. -- Where did the Pril family try to move?
7. It took 2 years before they were accepted to come to the US. -- How long did it take before they were accepted to come to the US?
8. He became interested in a law enforcement job. -- What did he become interested in?
9. He wanted to work outdoors. -- Where did he want to work?
10. Vuthy liked the idea of working with his own community. -- What idea did Vuthy like?
11. He decided to apply for the job. -- What did he decide to do?

Exercise 4 (page 68)
1. How can you know what kind of fish is biting on your line? -- You can't know.
2. What should you do if the fish is out of season? -- You should put it back in the water.
3. What must you know about an animal before you kill it? -- You must know that it's legal to hunt it.
4. What is an animal that can never be hunted? -- the loon
5. What can happen if you break hunting or fishing laws? -- You can be fined, and you can lose your hunting or fishing equipment.

Exercise 5 (page 69)
1. Possession limit H. The number of fish that you can legally have at one time
2. License F. A permit from the government to hunt or fish
3. Season B. The time that it is legal to hunt certain kinds of animals, or catch certain kinds of fish
4. Poaching C. Taking animals illegally
5. Fined A. When you break the law, and you must pay money to the government
6. Catch and release D. To put live fish back in the lake or river after you catch them
7. Illegal E. Breaking the law
8. Angler I. A person who fishes
9. Protected G. Animals that can never be hunted

Exercise 6 (page 70)
1. At what age do children need a fishing license? -- 16
2. How long can you use a fishing license? -- From March 1st to February 28th of the next year
3. What is the season for walleyes? -- From the middle of May through the middle of February
4. How many walleyes can you legally catch in one day? -- 6
5. How many northern pike can you catch in one day? -- 3
6. What is the season for largemouth bass? -- From the end of May through the middle of February
7. How many sunfish can you catch in a day? -- 30
8. What's the smallest muskie that you can catch and legally keep? -- 40 inches
9. What's the season for catfish? -- Continuous
10. How many bullheads can you catch in a day? -- 100

Chapter 8

Exercise 1 (page 74)
1. Where did Pooh and his family live? -- They lived in a village named Thin Phia in Laos.
2. When did he escape? -- He escaped in September 1980.
3. When did he come to Minnesota? -- He came to Minnesota in February of 1981.
4. Where did he get his degree? -- He got his degree at the University of Wisconsin.
5. What is his job now? -- He's an NRCS Soil Conservationist.
6. Who does he work with in his job? -- He works with farmers and other land users.
7. How did some families clear land for farming in Laos? -- Some farmers cleared land by cutting down big trees on the hillside.
8. Why is this type of farming bad? -- It caused lots of soil to erode.
9. What do farmers use to prepare the land in Minnesota? -- They use big tractors to prepare the land for farming
10. How do some Minnesota farmers stop their land from eroding? -- Some even build walls to stop their land from eroding.
11. What happened to the land in Pooh's village near the river? -- Hundreds of feet of land eroded.
12. Why does Pooh believe we should conserve resources? -- We should conserve and protect the natural resources for our children.

Exercise 2 (page 75)

1. Phoukham Vongkhamdy was born in ~~Cambodia~~ (Laos), but left his ~~company~~ (country) when he was 16.
2. Pooh studied at the University of ~~Minnesota~~ (Wisconsin), where he received a degree in ~~computer~~ (soil) science.
3. Now he's a Soil ~~Reservationist~~ (Conservationist) working with farmers, and other ~~lake~~ (land) users.
4. He helps them ~~deserve~~ (conserve) the soil, keep their water ~~dirty~~ (clean), and protect places where wildlife lives.
5. In Laos farmers used ~~"splash-and-turn"~~ (slash and burn) farming, which caused lots of ~~metal~~ (land) to erode.
6. In Minnesota crops are grown to ~~feed the family~~ (earn money) more than to ~~earn money~~ (feed the family).
7. Pooh said, "Our land is needed for ~~shopping~~ (farming). Our rivers and lakes provide us with ~~vegetables~~ (fish)."
8. "The people in my village have lost a lot of ~~money~~ (land). The land by the edge of the river eroded, because we don't ~~make use~~ (take care) of our natural resources."
9. "Now we live in a~~n old~~ (new) country that still has an abundance of natural ~~remorse~~ (resources)."
10. "We should ~~deserve~~ (conserve) natural resources so that we don't destroy our ~~father~~ (mother) earth that provides a place for us to live."

Exercise 3 (page 76)

1. Government, interested in conservation
a. In the US the government is more interested in conservation than in Laos.
b. In Laos the government is less interested in conservation than in the US.
2. river land, eroded
a. In the US the river land is less eroded than in Laos.
b. In Laos the river land is more eroded than in the US.
3. natural resources, abundant
a. In the US the natural resources are more abundant than in Laos.
b. In Laos the natural resources are less abundant than in the US.
4. farmers, educated
a. In the US the farmers are more educated than in Laos.
b. In Laos the farmers are less educated than in the US.
5. attitude toward resources, caring
a. In the US the attitude toward resources is more caring than in Laos.
b. In Laos the attitude toward resources is less caring than in the US.

Exercise 4 (page 79)

1. Where do you see urban runoff? -- The water runs off the roofs, and across parking lots.
2. How does this water become polluted? -- It picks up things like grass clippings, leaves or chemicals.
3. Where does this water go? -- It goes into pipes that carry the water from your neighborhood into lakes, rivers, and wetlands.
4. What do grass clippings give off when they decay? -- They give off nutrients.
5. How can you help the Mississippi River? -- Pick up your leaves and compost them.
6. Why are grass clippings good for the lawn? -- They provide important nutrients that are good for your grass.
7. Why shouldn't you sweep leaves or grass clippings into the street? -- When it rains they will flow down into the storm drain.
8. What should you never do with pet waste? -- Never let pet waste stay on the driveway, street, sidewalk or lawn.
9. What does pet waste carry? -- Decaying pet waste carries bacteria that can cause disease.
10. What should you do with pet waste? -- Pick up pet waste and throw it in the trash, flush it down the toilet or bury it.

Exercise 5 (page 80)

1. Grass clippings flow into the storm drains. They go into the river. -- If grass clippings flow into the storm drains, they will go into the river.
2. The snow melts. Water runs off the roof. -- If the snow melts, water will run off the roof.
3. Water flows into the storm drains. Water runs off roofs. -- If water runs off roofs, it will flow into the storm drains.
4. Water flows into the storm drains. Water flows into the river. -- If water flows into the storm drains, it will flow into the river.
5. Water becomes polluted. Water picks up chemicals. -- If water picks up chemicals, it will become polluted.
6. Leaves flow into the storm drains. Leaves fall on the driveway. -- If leaves fall on the driveway, they will flow into the storm drains.
7. Grass clippings are swept into the street. Grass clippings are washed into the storm drains. -- If grass clipping are swept into the street, they will be washed into the storm drains.
8. Pet waste decays. Pet waste is left on the sidewalk. -- If pet waste is left on the sidewalk, it will decay.
9. Bacteria flows into the storm drains. Pet waste decays. -- If pet waste decays, bacteria will flow into the storm drains.

BEST COPY AVAILABLE

Chapter 9

Exercise 1 (page 84)

1. What was Khoi's job as a young man? -- He was in the Army of the Republic of South Vietnam.
2. What happened to him in 1975? -- The new communist government put him in a concentration camp for six years.
3. When did he finally come to the US? -- in 1992
4. What's his job now? -- He is the Coordinator of an Environmental Education Program for the DNR.
5. What is the goal of the program? -- The goal is to get newcomers to visit the parks and learn park regulations, so that they will feel comfortable coming back on their own.
6. What do Khoi and other park workers teach? -- He and other park workers teach environmental education, and also how to obey the law.
7. Why don't people dare go outside of town in Vietnam? -- It's not safe to go to the jungle.
8. What can people do in Vietnam that they can't do here? -- People can take anything they need just to survive.
9. What is a good balance in the program? -- The program is a good balance between education and recreation.
10. Why does he think newcomers will benefit by going to state parks? -- Khoi feels that all newcomers will benefit by going to the state parks "to enjoy the open air."
11. What part of his work has not been successful? -- He was not 100 percent successful in bringing people to the state parks in the winter.
12. Where did he want to live? -- He wanted to live in California or Georgia.

Exercise 2 (page 85)

1. Khoi Nguyen was in the army of South ~~Korea~~ (Vietnam) until 1975 when he was put in a ~~conversation~~ (concentration) camp.
2. He tried to leave ~~China~~ (Vietnam) ~~five~~ (three) times and was finally successful in 1992.
3. Now he works for the ~~RNA~~ (DNR), and gets the ~~Southwest~~ (Southeast) Asian community to use state parks.
4. He teaches people about plants, ~~nightlife~~ (wildlife) and ~~professional~~ (recreational) activities available to them in the parks.
5. Khoi says, "In ~~Taiwan~~ (Vietnam), nobody dares to go outside their ~~homeroom~~ (hometown) because it's dangerous to go to the ~~junk yard~~ (jungle)."
6. He says, "If people don't obey the law they have ~~programs~~ (problems), and from those problems they get angry at the ~~symptoms~~ (system)."
7. The program is a good balance between ~~sensational~~ (educational) and ~~vocational~~ (recreational) purposes.
8. Parks offer a great place to escape the ~~noise~~ (noise) of the city, and the opportunity to ~~employ~~ (enjoy) nature.
9. He says, "I was not successful bringing Asians to the state parks in the ~~summer~~ (winter), because they are not accustomed to ~~summer~~ (winter) sports.
10. Minnesota is very ~~old~~ (cold), but Khoi thinks Minnesotans are very ~~quiet~~ (nice).

Exercise 3 (page 86)

1. He said, "It's not safe to go to the jungle, like here." -- He said that it was not safe to go to the jungle like here.
2. He said, "Everything is very clean. They even take care of the grass and trees." -- He said that everything was very clean, and they even took care of the grass and trees.
3. He said, "People can not pick up the fruit, or the flowers or plants like we do at home." -- He said that people could not pick up fruit, or the flowers or plants like we did at home.
4. He said, "If they do not obey the law they have problems." -- He said that if they did not obey the law they had problems.
5. He said, "They don't understand the language so they break the law." -- He said that they didn't understand the language so they broke the law.
6. He said, "The Southeast Asians are not accustomed to the winter weather." -- He said that the Southeast Asians were not accustomed to the winter weather.
7. He said, "Most of the time they want a summer activity." -- He said that most of the time they wanted a summer activity.
8. He said, "Minnesota is very cold, but Minnesotans are nice!"
   He said that Minnesota was very cold, but Minnesotans were nice.

Exercise 4 (page 87)

1. How many state parks does Minnesota have? -- 68
2. Can you visit them for free? -- No, you have to pay a parking fee.
3. What are some things you can do at state parks? -- fishing, or hunting
4. How can you spend the night at a state park? -- rent a camping space or a cabin
5. How many miles of trails are there? -- over 1200 miles

15 BEST COPY AVAILABLE

6. What can you do on the trails in the summer? -- walk, bike, hike, ride horseback
7. What can you do on the trails in the winter? -- skiing, snowmobiling
8. What can you do on the lakes and rivers? -- fish, swim, raft or kayak

Exercise 5 (page 89)
1. Which park is in the far northwest corner of the state? -- Lake Bronson
2. Which park is in the far southwest corner of the state? -- Blue Mounds
3. Which park is in the far southeast corner of the state? -- Beaver Creek Valley
4. Which park is in the far northeast corner of the state? -- Grand Portage
5. Which parks are in the Twin Cities Metro Area? -- Lake Maria, William O'Brien, Fort Snelling, Afton, Minnesota Valley Recreation Area
6. Which park is just north of William O'Brien State Park? -- Interstate
7. Which park is just south of Fort Snelling State Park? -- Nerstrand Big Woods
8. Which park is west of Charles A. Lindbergh State Park? -- Lake Carlos
9. Which park is southeast of John A. Latsch State Park? -- Great River Bluffs
10. Which park is northwest of Maplewood State Park? -- Buffalo River
11. Which park is northeast of Jay Cooke State Park? -- Gooseberry Falls
12. Which park is southwest of Lake Bemidji State Park? -- Itasca

Exercise 6 (page 90)
1. How many state parks are shown on the Minnesota map? -- 68
2. According to the mileage chart, which state park is the farthest from St. Paul? -- Lake Bronson
3. How many miles is it from St. Paul? -- 365 miles
4. According to the mileage chart, which state park is the closest to St. Paul? -- Fort Snelling
5. How many miles is it from St. Paul? -- 10

6. Does Afton State Park have camper cabins? -- No, it doesn't.
7. Does Banning State Park have camper cabins? -- Yes, it does.
8. How many miles of hiking trails does Afton have? -- 20 miles
9. How many miles of surfaced bike trails does Banning have? -- 1 mile
10. What kind of fishing do Afton and Banning both have? -- River fishing
11. Does Afton or Banning have snowmobile trails? -- Banning does, Afton doesn't.
12. Which park, Afton or Banning, has a sliding hill? -- Afton has a sliding hill.
13. Of all the State Parks in Minnesota, how many have cabins for campers? -- 17 parks
14. Of all the State Parks in Minnesota, how many have a swimming beach in the park? -- 32

Chapter 10

Exercise 1 (page 94)
1. What do many immigrants enjoy doing? -- They enjoy fishing.
2. What do you need to understand to fish in Minnesota? -- You need to understand the rules.
3. What is Vuthy Pril's job? -- He's a Conservation Officer for the DNR.
4. How many immigrants from Cambodia fish? -- Everybody fishes.
5. What other immigrants does Vuthy see fishing? -- Vietnamese and Hmong immigrants
6. In Cambodia, why can they catch as many fish as they want? -- Because people are hungry.
7. In Minnesota, why do they have to enforce the laws? -- So everyone, including our children, will have a chance to catch fish and hunt animals in Minnesota.
8. What are new ideas to Vietnamese immigrants? -- Fishing rules and regulations are very new ideas to them.
9. Where does Girma Yismaw work? -- He works at the Metro Wastewater Treatment Plant.
10. How can fluids leaking from cars hurt rivers and lakes? -- The rain causes the fluids to flow into the storm drains, and then they kill your fish in the lakes.
11. What does Pooh think we should protect and conserve? -- Our land, our rivers and lakes, our forests, and our air
12. What are all of these men helping to do? -- They are helping to keep the water clean, and enforce the regulations.

Exercise 2 (page 95)
1. You don't need to know a lot of ~~energy~~ (English) to fish, but you need to understand the ~~poles~~ (rules).
2. Vuthy said, "In the ~~Canadian~~ (Cambodian) Community almost everybody ~~wishes~~ (fishes)."
3. They come from a ~~company~~ (country) where fishing is a ~~dirty~~ (daily) activity.
4. He said, "They want to catch as ~~few~~ (many) fish as they can, to sell them or ~~meet~~ (eat) them."
5. Khoi said, "In Vietnam people ~~swim~~ (fish) for food to live, not for a ~~name~~ (game)."

6. He said, "They don't understand why fish should be thrown back in the ~~refrigerator~~ (river), and why they are allowed to fish only during the ~~session~~ (season)."
7. Both Vuthy and Khoi agree that, with education, newcomers will learn the ~~roles~~ (rules) and understand why they need to ~~explain~~ (obey) them.
8. Girma Yismaw understands how ~~protection~~ (pollution) can hurt rivers and lakes, and then hurt ~~splashing~~ (fishing).
9. He said, "You ~~drive~~ (park) on the ~~parkway~~ (driveway). You might have fluid ~~breaking~~ (leaking) from your car."
10. Pooh Vongkhamdy is a soil ~~reservationist~~ (Conservationist) who works for the ~~NRA~~ (NRCS).
11. He said that our rivers and ~~cakes~~ (lakes) need to be ~~consumed~~ (conserved) and protected.
12. All of these men are working to make sure that we, and our ~~parents~~ (children), can enjoy Minnesota's ~~1,000~~ (10,000) lakes and many rivers.

Exercise 3 (page 96)
Answers will vary.

Exercise 4 (page 99)
1. What kind of chemicals are found in fish? -- toxic chemicals
2. What does the Minnesota Fish Consumption Advisory Booklet tell you? -- It tells how much fish you can safely eat from each lake or river.
3. Why are fish good to eat? -- Because they are high in nutrition.
4. What kinds of people should be more careful when eating contaminated fish? -- Women who want to have children, pregnant women, nursing mothers, and small children under the age of six.
5. What are the main pollutants in Minnesota fish? -- mercury and PCBs
6. How do these chemicals get into the fish? -- Once they are in the lakes and rivers the fish can absorb them.
7. Where is mercury found in fish? -- It's in every part of the fish.
8. Where are most of the PCBs found in fish? -- Most of the PCBs are in the fat of fish.
9. How can you remove most PCBs from fish? -- Cutting off the fat before cooking the fish will lower the amount of PCBs that you will eat.
10. What kind of fish have more pollutants? -- There are usually more pollutants in bigger, older fish.
11. What kind of fish have less pollutants? -- smaller, younger panfish such as bluegill and crappie

Exercise 5 (page 100)
1. How do you measure a fish? -- Measure from the tip of the nose to the end of the tail fin.
2. What is the meal size for a 150 pound person? -- half pound (8 ounces before cooking)
3. What does it mean if a lake is not listed in the directory? -- Fish have not been tested for contaminants.

4. What is the shape of the PCB symbol? -- a square
5. If the symbol is half black and half white, how often can you safely eat that fish? -- one meal per month
6. What can you remove to reduce PCBs? -- the skin
7. What can you trim to reduce PCBs? -- the fatty areas
8. How can you cook the fish to reduce PCBs?-- Cook the fish so the fat drips away.

9. What kinds of fish are less contaminated? -- younger smaller fish
10. What should you do if you catch big fish? -- Eat smaller meals and eat them less often.

Questions or comments?

Please let us know how useful this book is as an educational tool. Contact:

Charles LaRue
Multi-Cultural Educational Services
832 104th Lane NW
Coon Rapids, MN 55433
email: larue@mcedservices.com website: www.mcedservices.com

Newcomers and the Environment

Advanced Level ESL Textbook

Key Vocabulary Words translated into
Bosnian * Spanish
Somali * Russian
Hmong *. Vietnamese

By Charles and Pamela LaRue

FL 801479

Newcomers and the Environment

By Charles and Pamela LaRue

2001

Published by
Multi-Cultural Educational Services
832 104th Lane NW
Coon Rapids, MN 55433

763-767-7786
www.mcedservices.com

We wish to thank Jeff Ledermann and the
Minnesota Office of Environmental Assistance
for their funding and support.

To order additional copies of this textbook write to
Multi-Cultural Educational Services

Printed on paper containing 30%
postconsumer waste with soy-based inks.

We extend our gratitude to those who have shared the story of their lives.
Their dedication to protecting the environment made this book possible.

Kou Xiong
Stefanie Pruegel
Girma Yismaw
Laura Au-Yeung
Zahra Niccu Tafarrodi
Nigatu Tadesse
Vuthy Pril
Phoukham (Pooh) Vongkhamdy
Khoi Nguyen

We hope their experiences will encourage our readers to make a positive impact on the environment, and inspire some to enter the fields of environmental education and protection.

Table of Contents

About the Glossary ..... Page a1

Chapter 1 ..... Page 1
Kou Xiong
Composting and reducing waste

Chapter 2 ..... Page 11
Stefanie Pruegel
Recycling

Chapter 3 ..... Page 21
Girma Yismaw´
Preventing water pollution

Chapter 4 ..... Page 31
Laura Au-Yeung
Improving indoor air quality

Chapter 5 ..... Page 41
Zahra Niccu Tafarrodi
Preventing health problems from secondhand smoke

Chapter 6 ..... Page 51
Nigatu Tadesse
Farming and the safe use of chemicals

Chapter 7 ..... Page 61
Vuthy Pril
Fishing and hunting regulations

Chapter 8 ..... Page 71
Phoukham (Pooh) Vongkhamdy
Conserving natural resources

Chapter 9 ..... Page 81
Khoi Nguyen
Using state parks

Chapter 10 ..... Page 91
Minnesota Fishing

Glossary ..... Page 101

About the Glossary

This book contains a glossary beginning on page 101, with vocabulary words translated into Bosnian, Hmong, Russian, Somali, Spanish and Vietnamese, plus English definitions. The vocabulary words are underlined, and appear throughout the book. When you see an underlined word, go to the glossary to find out what the word means. In some of the exercises the vocabulary words are not underlined.

Ova knjiga sadrži glosar na strani 101 sa riječima na srpskohrvatskom jeziku. Te su riječi podvučene u tekstu. Kad naidjete na podvučenu riječ, možete je potražiti u glosaru da pronadjete njeno značenje. Pojedina vježbanja sadrže riječi koje nisu podvučene.

Phau ntawv no muaj ib daim phiaj txhais lus uas pib rau ntawm phab 101, thiab uas muaj lus txhais ua lus Hmoob. Nyob hauv phau ntawv no cov lus uas yuav cim tseg no muaj ib txoj kab khij hauv qab thiab cov lus no nyob thoob plaws phau ntawv no. Thaum koj pom ib lo lus uas muaj ib txoj kab khij hauv qab cia li nrhiav rau ntawm daim phiaj txhais lus saib lo lus ntawd txhais li cas. Nyob rau tej zag lus qhia, cov lus yuav cim tseg tsis muaj kab khij hauv qab.

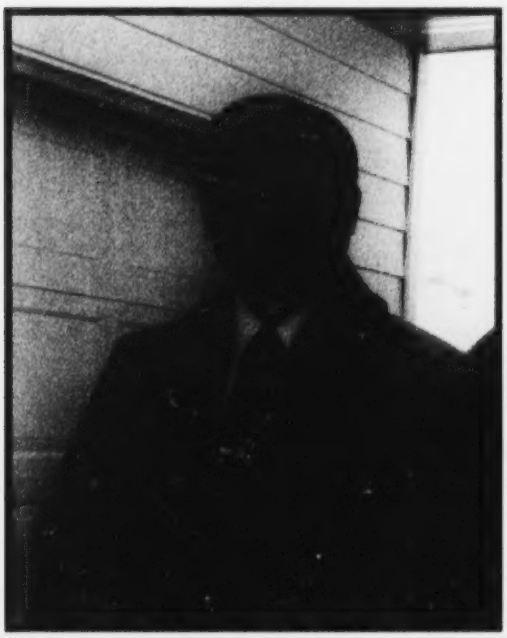
Эта книга снабжена словарем, который начинается на странице 101, и в котором дан перевод на русский язык. Слова, включенные в словарь, подчеркнуты в тексте книги. Русский перевод любого подчеркнутого слова можно найти в словаре. В некоторых упражнениях слова, включенные в словарь, не подчеркнуты.

Buugani waxa ku yaala eray-bixin ka bilaabmaysa bogga 101, oo ka kooban erayo loo tarjumay af Soomaali. Erayada ku jira eray-bixinta hoosta ayaa laga xariiqay, waxana ay ku jiraan meelo kala-duwan oo buugga ah. Marka ad aragtid eray hoos la xariiqay, tag qaybta eray-bixinta si ad u ogaatid macnihiisa. Layliyada qaarkood erayada eray-bixinta hoos lagama xariiqin.

Este libro contiene un glosario que inicia en la página 101, con palabras de vocabulario traducidas al español. Las palabras del vocabulario están subrayadas y aparecen a lo largo del libro. Cuando usted vea un palabra subrayada, consulte el glosario para encontrar el significado de la palabra. En algunos de los ejercicios las palabras del vocabulario no están subrayadas.

Tập sách này có bảng chú giải ở trang 101, với nhiều từ ngữ được dịch sang tiếng Việt. Những từ này được gạch dưới, và xuất hiện rải rác trong toàn tập sách. Khi quý vị thấy từ nào được gạch dưới, lật đến trang chú giải để thấy nghĩa của nó. Trong một số bài tập, những ngữ vựng này sẽ không được gạch dưới.

Chapter 1



Kou Xiong

Hmong Liaison and Wastewater Specialist
with the Wisconsin Department of Natural Resources (DNR)

Kou grew up in Laos. In 1972, when Kou was 16 years old he was serving in the military. The military of Laos was helping the United States fight North Vietnam. The United States CIA pulled their soldiers out of Laos in 1975. After that it was no longer safe for Kou to remain in Laos. He escaped to Thailand, where he married in the refugee camp. He and his wife then came to the US. Later they moved to Eau Claire, Wisconsin. That was in 1980. Now, Kou and his wife have 4 sons and 3 daughters.

Kou lived in the United States for many years before he became interested in environmental education. The Laotian government didn't have any programs that taught ways to reuse products or reduce waste. "Our nation lived without recycling programs, and people didn't worry about pollutants," said Kou. These ideas were new to him.

In 1996, Kou Xiong was hired to work for the Recycling Program in Eau Claire. That was his first job in environmental protection. Now Kou is working with the Wisconsin Department of Natural Resources (DNR), as a wastewater specialist. He works throughout the state of Wisconsin as a Hmong liaison.

When Kou was growing up in Laos, finding safe water to drink was a problem. People used water and poured the dirty water back into the rivers. People washed clothes in the upper river. Down river other people used that same dirty river water for drinking and cooking.

"The government didn't pay any attention to how people were using the water. Pollution in the water was something that people had to live with. There was no other water to drink. Many people in Laos became ill because of drinking this polluted water," explained Kou.

The Laotian government didn't manage garbage or landfills either. People threw their garbage anywhere. They didn't care about the environment. They didn't know about pollutants. People were doing things in the same old way they had always done them.

During the Vietnam war an American company came to Laos. They were the first to recycle anything. They collected pop bottles and other glass bottles. Because they reused the bottles, only unbroken bottles could be collected.

After the Vietnam War ended in 1975, a Thai company collected gun shells in Laos and Vietnam. These gun shells were recycled into things like metal chairs. This was also a private company, and not a government program.

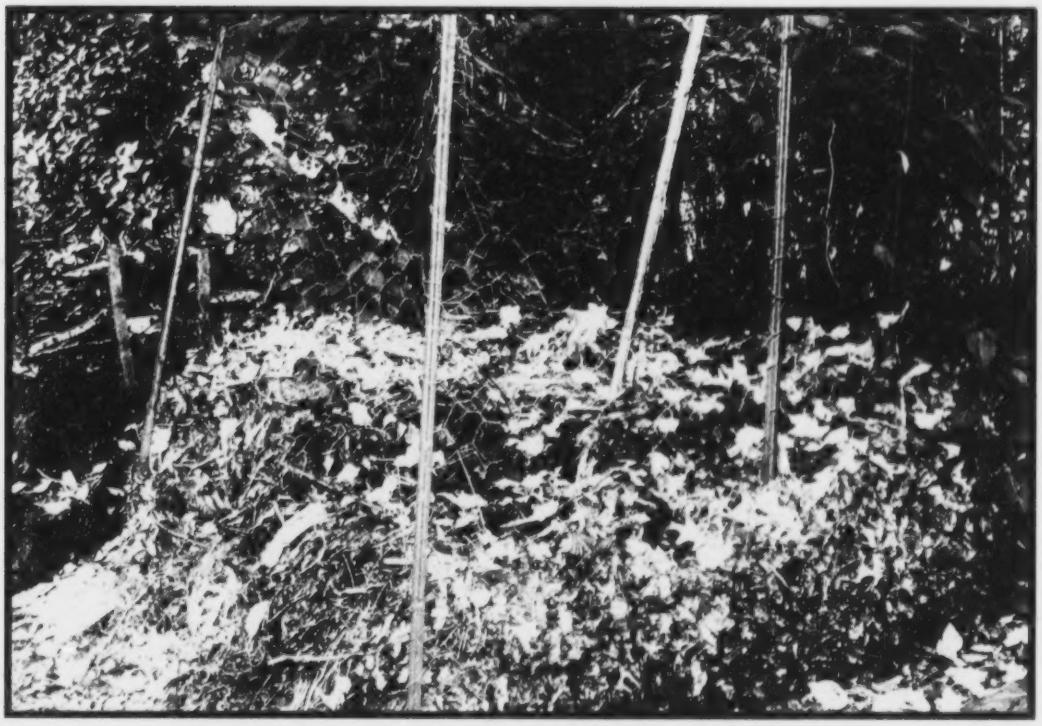
In America things are very different. Many reuse and recycle programs are managed by the Department of Natural Resources. The Wisconsin DNR also enforces the laws. Kou is proud to say, "Many Southeast Asian people have learned how to recycle. They have moved from the old society to modern life."

Kou has been trained to help the Southeast Asian community. He teaches them how to compost their garbage. Fruits, vegetables, egg shells, paper, and food that has no fat or salt on it can be composted. Grass, leaves and all green plant material can also be composted into a fertile soil for good gardens.

Kou is learning new things every day. He wants all people to compost their yard waste. He gets good fertile soil from the composted food and yard waste in his compost pile. He puts this soil on his garden to help his plants grow. Composting has saved them some money.

Before they began their recycling program, Kou and his family threw away three bags of garbage each week. Reusing and recycling have helped them reduce most of their garbage. They only throw away things that can't be composted, recycled, or reused. Now his family has only one bag of garbage to throw away per week.

Kou is happy that he is able to help his people understand the recycling program.



One kind of compost pile

To learn more about composting, or to talk with Kou, contact:

Kou Xiong
Hmong Liaison and Wastewater Specialist
State of Wisconsin
Department of Natural Resources
1300 West Clairemont Avenue
P.O. Box 4001
Eau Claire, WI 54702

Phone: 715-839-1638

E-Mail: xiongk@dnr.state.wi.us

Minnesota Office of Environmental Assistance
Education Clearinghouse
520 Lafayette Road North, 2nd Floor
St. Paul, MN 55155-4100

Phone: 651-215-0232 or
1-800-877-6300
web site: www.moea.state.mn.us

Exercise 1

Reading Comprehension Questions

Write answers to the following questions.

1. Where is Kou from?

2. Why did he leave Laos?

3. How long has he lived in Wisconsin?

4. When did he get an environmental job?

5. Why did some people drink polluted water?

6. What happened to people when they drank polluted water?

7. What did the first recycling company in Laos reuse?

8. What did a Thai company recycle?

9. What does Kou teach people to do?

10. What does he do with the soil from his compost pile?

11. How many bags of garbage did his family throw away each week?

12. How many bags do they throw away now?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Kou was serving in the American military when he was 14 years old.

2. Kou came to Laos because it was safe to remain in Laos.

3. Kou lived in Canada for many years before he became interested in temperamental education.

4. In 1976, Kou Xiong was fired by the Refusing Program in Eau Claire.

5. In Laos people became wild because of protected water.

6. The Laotian government managed garbage, and people cared about the environment.

7. An Armenian company came to Laos to review gun shells.

8. In Wisconsin the Department of Internal Affairs has many review and recycling programs.

9. He confuses food and yard waste, and puts composted soil on his driveway.

10. Because they compare and revise, Kou's family only throws away 3 bags of garbage a week.

Exercise 3

Grammar Exercise

Rules:

Past tense is only marked on the first verb in a simple sentence. In a past tense question, "did" is the first verb. The main verb isn't marked past tense.

Examples: **A.** He liv**ed** in Laos.
Where **did** he **live**?

B. People us**ed** water.
What **did** they **use**?

Make past tense questions from these past tense sentences.

1. Kou grew up in Laos.

2. They moved to Eau Claire, Wisconsin, in 1980.

3. Kou lived in the US for many years.

4. In Laos people washed clothes in the river.

5. People drank the polluted water.

6. An American company collected pop bottles.

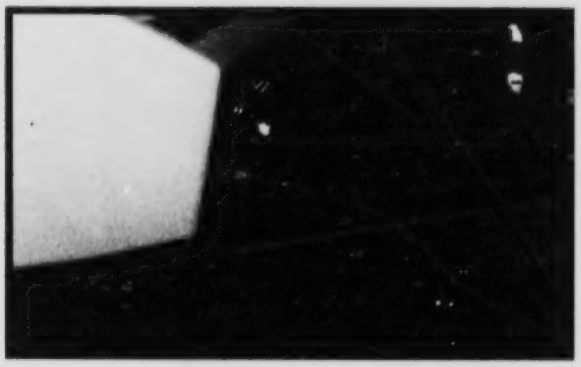
7. They reused the glass bottles.

8. A Thai company recycled gun shells into metal chairs.

9. Many Southeast Asian people learned how to recycle.

10. Kou and his family threw away 3 bags of garbage a week.

Reduce - **to make less waste, so there is less to throw away.**



Example:

If you use an automatic hand dryer there are no paper towels to throw away.

Reuse - **to buy things that can be used again and again, instead of throwing them away.**

Example:

If you use your own cup at work there are no plastic cups to throw away. You can wash your cup and reuse it every day.

Recycle - **to give things to a company that will make something new with them, instead of throwing them away.**

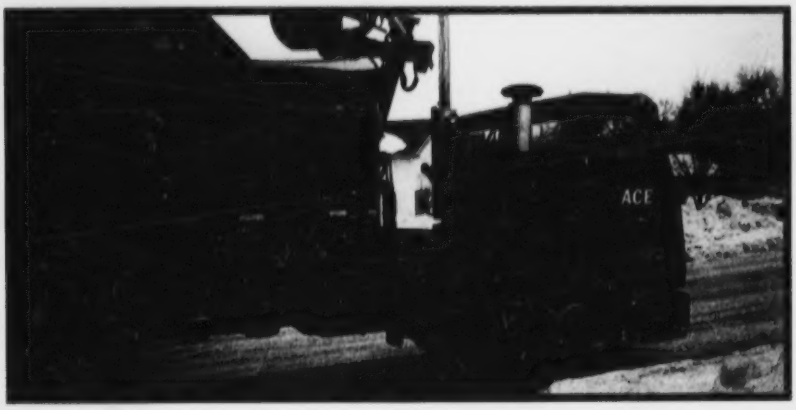
Example:

If you recycle your pop and food cans there will be less trash in a waste-to-energy facility or a landfill. Plus, a company can use the old cans to make new cans.

Exercise 4

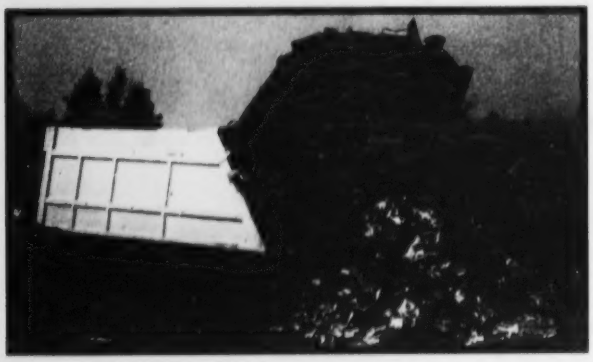
Why <u>reduce</u>? Why <u>reuse</u>? Why <u>recycle</u>?

Write answers to the following questions.



Garbage truck

What happens to garbage after we throw it away?



<u>Landfill</u>

<u>Waste-to-Energy Facility</u>

Why is it a good idea to <u>reuse</u> and <u>recycle</u>?

Exercise 5

Partner Exercises

Ask another student the following questions, and write down their answers.

1. Where are you from?

2. Did you recycle in your country?

3. If yes, what did you recycle?

4. Did you reuse things in your country?

5. If yes, what did you reuse?

6. Is the water in your home country more or less polluted than the water here?

7. What do you recycle here?

8. What do you reuse here?

9. Do you have a garden here?

10. Do you compost?

Exercise 6

Using a Recycling Brochure

A. If you don't have a good place to compost food or yard waste, you may be able to take it to a community compost site.

Use your local recycling information to find the address of a community compost site. Write the address and phone number below.

_____

_____

_____

_____

1. When are they open? _____
2. Do they charge a fee to drop off yard waste? _____ How much? _____
3. What can you drop off at the compost site? _____
4. Can you pick up compost to use in your garden? _____
5. Is there a fee to pick up compost? _____ If yes, how much? _____

B. If you cut down trees or large branches in your yard, you will have to recycle them. You can call a waste hauler to pick them up, or take them to a tree waste site.

If branches or trees fall down during a big storm, most cities and towns will pick up tree waste after the storm for free.

Use your local recycling information to find the location of your nearest tree waste site and write their address and phone number below.

_____

_____

_____

_____

1. When are they open? _____
2. Do they charge a fee to drop off tree waste? _____ How much? _____
3. Can you pick up woodchips for use in your yard? _____
4. Is there a fee to pick up woodchips? _____ If yes, how much? _____

Chapter 2

Stefanie Pruegel

Assistant Public Outreach Coordinator
with the San Francisco Recycling Program

Stefanie grew up near Munich, Germany, where she lived close to nature. There were fields around her house and she had many pets. Her family lived a simple life. They didn't waste food or throw away things that were still good. She learned to be happy with what she had.

At home in Germany she studied chemistry. Later, she became interested in environmental education. She got some experience working with environmental issues, which she enjoyed. She always wanted to protect the environment.

Stefanie moved to California in the summer of 1997. She wanted to find work where she could help protect the environment in the United States.

When she came to the US, she was fascinated with the large size of this country. She enjoyed days of hiking in the forest without meeting another person. But, Stefanie was surprised to see that "cars, houses, refrigerators... everything is very big, including the trash cans!" She saw lots of waste, and was very interested in educating people about the environment.

"I like teaching recycling and waste prevention, because everybody can relate to it," said Stefanie. "Everybody buys things and throws away garbage, no matter what their income or cultural background is. Success in recycling is easy to measure."

When she started her job search, she noticed that many people considered Germany to be an environmental leader. This helped her when she tried to get a job protecting the environment. "But I think I got the job because I was volunteering," added Stefanie. She found a nearby program that needed help with their recycling hotline. For six months she volunteered one day a week, without pay, at the recycling hotline. She also worked at another job to earn money.

At the hotline she answered calls about curbside recycling. She also answered questions about all kinds of things people wanted to reuse or recycle. "I learned that people have very different feelings about garbage and recycling. Some people found curbside recycling to be too much work. Others really cared about the environment, and were willing to work hard to recycle materials," she said.

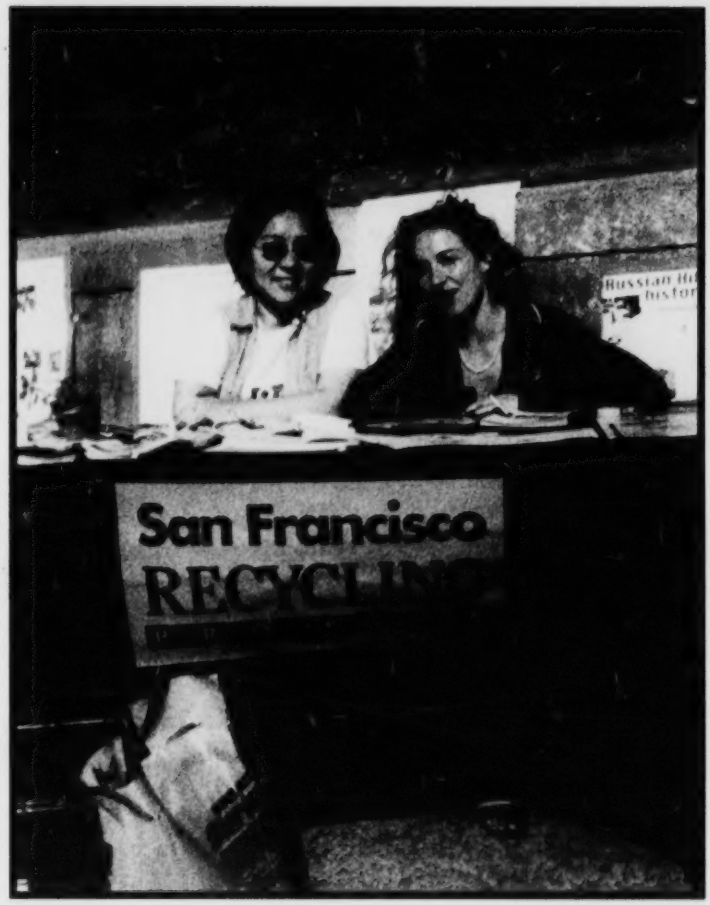
It was her job to help educate people about how to recycle. She worked with people from many different countries and cultures." Sometimes that made it fascinating, and sometimes it was harder," says Stefanie. That didn't change when she left the recycling hotline to start a paid full-time job.

She is now the Assistant Public Outreach Coordinator, working for the San Francisco Recycling Program. Her job is to explain all of the recycling programs as clearly as possible, and to encourage people to participate. She has some information translated into Spanish and Chinese. In California, those are the two most common languages spoken in the home after English. She says, "We must do more than just translate a message. It has to be culturally sensitive."

Since many countries don't have environmental laws, Stefanie knew that regulations protecting the environment are new ideas for many newcomers. "In Germany environmental regulations are much more common. I sometimes wish there was a law here that said people must recycle. But, it seems that freedom (to choose to recycle or not) is very important in the US. Even if it hurts the environment."

Stefanie talks to people from different cultures to find out what they think about protecting the environment. "I have learned that groups with different cultural backgrounds have different reasons to protect the environment. For example, in the Latino community, family is very important. So, they are very interested if I connect recycling with their children's future."

"I hope that more newcomers will look into jobs that help the environment. They can act as a liaison to their immigrant community. Everybody would benefit."



For additional information about recycling, or to speak with Stefanie, contact:

Stefanie Pruegel email: s_pruegel@yahoo.com

Call your city hall, and ask about curbside recycling.

Minnesota Office of Environmental Assistance
Education Clearinghouse
520 Lafayette Road North, 2nd Floor
St. Paul, MN 55155-4100

Phone: 651-215-0232 or
1-800-877-6300

web site: www.moea.state.mn.us

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When she was growing up, what did Stefanie learn?

_____

2. What did she always want to do?

_____

3. What fascinated her when she came to the United States?

_____

4. What surprised her?

_____

5. Why can everybody relate to recycling?

_____

6. Why did she think she got her job?

_____

7. What were her job duties at the recycling hotline?

_____

8. What did she learn about people?

_____

9. What is her job now?

_____

10. Why does she have information translated into Chinese and Spanish?

_____

11. Why are environmental regulations a new idea for many newcomers?

_____

12. What does Stefanie sometimes wish?

_____

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. She grew up close to factories and had many toys.

2. In her family they didn't eat food or keep things that were still good.

3. Stefanie moved to Colorado from Georgia in 1997.

4. She always worried to propose the environment.

5. In the UN she was surmised to see that everything is very small.

6. Everybody sells things and throws away garage, no matter what their incline or cultural background is.

7. At the hothouse, she answered calls about bedside recycling.

8. She has some invitations translated into Finnish and Chinese.

9. She sometimes wishes there was a lake here that said people must refuse.

10. She has learned that groups with different comfortable backgrounds have different reasons to protect the retirement.

11. She hopes that more newcomers will look into jokes that help the excitement.

Exercise 3

Grammar Exercise
Using adjectives with "ed" and "ing" endings

Rules:

In English many adjectives have two forms. One form ends with "ing" and one with "ed."

Example: "Surprised" and "Surprising"

We use adjectives with "**ed**" to describe a **feeling**.

Example: I am surprised. I feel surprised.

We use adjectives with the "**ing**" ending to explain **why** we feel that way.

Example: The end of the movie was surpris**ing** to me.

Rewrite the following sentences from the story, using the "ing" form of the adjective.

1. She became interested in environmental education.

_____

2. She was fascinated with the large size of the country.

_____

3. She was surprised to see that everything was very big.

_____

Rewrite the following sentence from the story, using the "ed" form of the adjective.

4. Working with people from different cultures makes it fascinating for her.

_____

Answer the following questions about yourself.

5. What was surprising for you in the US?

_____

6. What kind of work is interesting to you?

_____

Exercise 4

Grammar

Using adjectives with "ed" and "ing" endings

Examples: interesting
Environmental education is interesting to me.
interested
I am interested in environmental education.

Write a sentence using each of the following words.

1. fascinated

2. fascinating

3. surprised

4. surprising

5. not interested

6. not interesting

7. excited

8. exciting

WHAT YOU CAN RECYCLE	HOW TO RECYCLE IT
A. cans	rinse them clean remove paper labels
B. corrugated cardboard	it must be clean remove staples flatten or tear down can not recycle pizza or pop boxes can not recycle plastic coated boxes
C. glass bottles and jars	rinse out food remove caps and lids remove foil labels you may have to sort by color: clear, brown or green glass
D. newspapers & inserts	they must be clean and dry put them in a paper grocery bag or recycling bin
E. plastic bottles- from pop, milk, juice, or water	rinse them clean remove caps and lids
F. other plastic bottles	rinse them clean remove caps and lids
G. aluminum foil or trays	rinse off food
H. boxboard cereal and other food boxes	remove any bags from inside flatten and put them in a paper grocery bag
I. mixed paper and junk mail - typing and computer paper, and all the paper and envelopes in the mail	put them in a paper grocery bag
J. magazines, catalogs and phone books	put them in a paper grocery bag

Exercise 5

Read the table on the previous page

Write down the name of what to recycle, next to the phrase of how to recycle it.
There can be more than one correct answer.

Example: glass bottles and plastic bottles Remove caps and lids.

1. _____ Rinse out food

2. _____ Flatten or tear down

3. _____ Put in a paper grocery bag

4. _____ Remove foil labels

5. _____ Remove caps and lids

6. _____ Sort by color

7. _____ Can not recycle pizza boxes

8. _____ Remove any bags from inside

9. _____ Must be clean and dry

10. _____ Rinse them clean

Exercise 6

Using a Recycling Brochure

NOTE: To do this exercise you will need a brochure about recycling in your local community. If you don't have one, you can call your city hall to learn what you can recycle from your home.

Can you recycle these from your home?	Yes, I can	No, I can't
A. cans		
B. corrugated cardboard		
C. glass bottles and jars		
D. newspapers		
E. plastic bottles: pop, milk, juice or water bottles		
F. other plastic bottles: shampoo, ketchup, others		
G. aluminum foil or trays		
I. boxboard		
J. mixed paper and junk mail		
K. magazines and catalogs		
L. phone books		

Chapter 3

Girma Yismaw

Liquids Business Unit Manager
with the Metropolitan Council of Environmental Services

As a young man, Girma left Ethiopia to study engineering in the Soviet Union. There he became involved in some political activities against the government of his home country. Because of these activities, he would have been persecuted if he returned to Ethiopia.

Girma decided he would not go home. He wanted to continue his education in another country. He received a scholarship to study in Canada. Because his papers for college were held by the Soviet government, they did not arrive in time for him to begin.

He traveled to West Germany, and applied to live as a refugee in Germany and in the US. "I was accepted by both countries at the same time. Therefore, I had to make a choice. I chose to come to the United States. This was in 1984," Girma said.

Girma already had a degree in engineering and was fairly fluent in English. He didn't know how that would help him get a job here, so he decided to study at the University of Minnesota. He studied environmental engineering (water and wastewater treatment). While he was going to school, he got a summer job at the Metropolitan Wastewater Treatment Plant.

In 1987 there was a full time job opening. He applied and got a job working for the Metropolitan Council of Environmental Services. Now Girma is the Liquids Business Unit Manager. His job is to oversee the treatment of all of the wastewater that runs in the sewer system. This wastewater treatment plant collects the wastewater for 80% of the households in the Twin Cities area.

"We are one of the 10 biggest treatment facilities in the nation." Water from sinks and toilets goes into the sewer. From the sewer, the dirty water goes to the treatment facility. "The treatment process removes contaminants, and other things that can cause disease, from the wastewater. Only the cleaned water is returned to the rivers and lakes."

Not all water goes through a treatment plant like the one where Girma works. The drains that you see in streets and parking lots are called storm drains. They help prevent streets and buildings from flooding when it rains. Rainwater and water from melting snow flows into storm drains. Pipes carry the water directly to lakes and rivers. It is not treated at all.

Anything that you put into the storm drain, "goes into the lakes where you want to fish." This pollutes the water. "Do you want that? I think you don't. Rivers and lakes take a long time to clean themselves. But you can help protect the lakes and rivers without leaving your home."

One way to help the environment is to fix all the leaks in your vehicle. "You park in the driveway. You might have gasoline, transmission fluid, oil, antifreeze, or all of those dripping from your car. What happens when it rains? The rain causes the automotive fluids to flow into the storm drains, and then they kill your fish in the lakes."

"I know that money doesn't come easy to buy a new car. But, you can make your older vehicle last longer by taking good care of it, and you will save money. Keep these leaking chemicals away from the streets, so they don't get washed away. That will help the environment. We want to leave a cleaner environment for the future, and for our children. It takes everybody's hard work to get there."

"We would like immigrants to know what they can, and what they can not put in the sewer or the storm drain." Some chemicals are difficult for the treatment facility to remove. They can also be dangerous. "Chemicals, like gasoline, can explode right in your own sewer pipe. You can be fined if you put gasoline in the sewer." Girma recommends that "if you use a chemical, try to understand what it is. Be careful about how you use it. Learn how to throw it away safely." You can contact your county solid waste office to get more information.

Later in this chapter is a list of things that Girma hopes people will safely throw away. He asks, "Are you going to be a friend of the environment or not?"

To schedule a tour at the Metropolitan Wastewater Treatment Plant, or to speak to Girma, contact:

Girma Yismaw
Liquids Business Unit Manager, P.E.
Metropolitan Council Environmental Services
2400 Childs Road
St. Paul, MN 551066-1626

Phone: 651-602-8809

E-mail: girma.yismaw@metc.state.mn.us
Web site: www.metrocouncil.org

Girma says, "If people want to tour our facility they can call me. We have employees who can show them around. It's free and we are willing to show them what we do here."

There are jobs in wastewater treatment. Most jobs require one or two years in a vocational college. Sometimes there are jobs for apprentices (people who are trained to run the equipment in the plant).

For information on how to properly throw away and recycle waste, contact:

Your county solid waste office to get more information.

Minnesota Pollution Control Agency
520 Lafayette Road North
St. Paul, MN 55155-4194

Phone: 651-296-6300 or
1-800-657-3864
Web site: www.pca.state.mn.us

Minnesota Office of Environmental Assistance
520 Lafayette Road North
St. Paul, MN 55155-4100

Phone: 651-296-3417 or
1-800-657-3843

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What did Girma study in the Soviet Union?

2. Why didn't he return to his country?

3. What did he study in Minnesota?

4. Where did he get a summer job?

5. How big is the Twin Cities treatment facility?

6. What happens to anything that you put in a storm drain?

7. What happens if your car leaks and it rains?

8. What does Girma want to leave for the future?

9. What's one thing that's dangerous to put in the sewer?

10. Who can you contact to get information on how to throw away chemicals?

11. What question does Girma ask people?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Girma left Ethiopia to study refereeing in the European Union.

2. Because of his accidents he could not return to his job.

3. He was dejected by the United States, and decided to attend the University of Wisconsin.

4. He got a winter job at the Metropolitan Cleanwater Enchantment Plant.

5. The treatment process removes the containers, and other things that can cause distance, from the wastewater.

6. "Anything that you put in the drawer, goes into the yard where you want to play."

7. One way to help the environment is to start leaks in your sink.

8. We want to leave a cooler environment for the past and for our children.

9. Chemicals like gasoline can expose in the sewer tape.

10. You can get invitation on how to throw away anything from your city solid waste office.

11. He asks, "Are you going to be a fan of the treatment or not?"

Don't put these things in the storm drain

As we learned earlier, everything that you put into the storm drain will flow into the lakes and rivers. Many different chemicals that you have at home are bad for the plants and animals that live in the water. If you throw away these things correctly, we will have clean water to drink and lots of fish to catch.

You should not throw anything that you use to maintain your car in the storm drain. Things like oil, gasoline, and antifreeze will kill the fish. All automotive cleaners, such as engine cleaners, are toxic. Batteries and oil filters will pollute our lakes.

Be careful with chemicals that you use on your lawn or garden. Even chemicals that are good for your lawn, like fertilizer with weed killer, are bad when they go in the rivers and lakes. Chemicals that kill weeds and pests are poison. You do not want them to get into your lakes. Chemicals that are used in swimming pools are not good for fish, so don't pour them into the storm drain.

If you paint your home it is better to use all of the paint than it is to throw some away. Many painting products are toxic, and some of them are flammable. Don't throw any painting products in the sewer or storm drains. You can dry out small amounts of paint, and bring larger amounts to a site that collects household hazardous waste.

Many items used to clean your home are hazardous, too. Cleaners or any products that come in aerosol cans should never be put in storm drains. Batteries (small button size), fluorescent lights, and things with mercury in them are all hazardous waste.

Exercise 3

Reading Comprehension

Use the information on this page to write answers to the following questions.

1. What automotive products should not be thrown in the storm drain?

2. What lawn and garden products should not be thrown in the storm drain?

3. What household products should not be thrown in the storm drain?

4. What happens to everything that is thrown in the storm drain?

Tips from Girma on how to take good care of your automobile, and not pollute:

Wash your car on the lawn instead of in the street or on the driveway. That will stop the soap, dirt, rust and water from running into the storm drains and polluting the lakes and rivers. You will help to keep the environment clean. Plus, the water will be good for your lawn.

Automotive fluid leaks, which are washed into the storm drain, cause pollution in our lakes and rivers. If you see some fluid on your street or driveway, soak up the fluid with a rag and throw the rag into the garbage. Help to keep the environment clean. Repair all leaks immediately.

Keep your car well tuned. You will use as much as 20% less gasoline. This will save you money when you fill up your gas tank. You will also be helping to lower air pollution.

Check your tire pressure often. It is important to keep the correct amount of air in your tires. For every pound of air that your tires are below the correct amount, you will use 1% more gasoline than normal. Using more gas makes your car more expensive to run. It also adds more pollution to the air. Help save the environment by keeping the correct amount of air in your tires.

Exercise 4

Reading Comprehension

Use the information on this page to write answers to the following questions.

1. Where should you wash your car?

_____

2. Why should you wash it there?

_____

3. What should you do if you see some automotive fluid on the street or driveway?

_____

4. Why?

_____

5. How will keeping your car well tuned help save the environment?

_____

6. How will keeping the correct amount of air in your tires save you money?

_____

Exercise 5

Grammar

Using "if" for "cause and effect"

Rules:

We use the pattern "**If** you do this, this **will** happen,"
to talk about the result of our actions in the future.
We use the "simple present tense" in the first clause, and "will"in the second clause.

Use the story to complete the sentences below.

1. If you wash your car on the grass, _____ .

2. If you wash your car in the street, _____ .

3. If you don't wipe up fluid leaks with a rag, _____ .

4. If you wipe up fluid leaks with a rag, _____ .

5. If you keep your car well tuned, _____ .

6. If you don't keep your car well tuned, _____ .

7. If you keep the correct amount of air in your tires, _____ .

8. If you don't keep the correct amount of air in your tires, _____ .

Exercise 6

Grammar

Talking about the future

Rules:

We can use "if" + "will" when we are sure something will happen.

Example A:

If you wash your car on the lawn, the water **will** be good for your lawn.

When the result is possible but not sure, we use "if" + "can."

Example B:

If you wash your car on the lawn, the water **can** run into the street.

Make a single sentence from the following two sentences, using "if" + "will" or "if" + "can."

1. Keep your car well tuned. You might use as much as 20% less gasoline.

   _____

2. Keep the correct amount of air in your tires. You will use less gasoline.

   _____

   _____

3. Keep these automotive fluids away from the streets, so they don't flow into the storm drains. That will help the environment.

   _____

   _____

4. Don't put gasoline in the sewer. It might explode in the sewer.

   _____

5. We can be friends of the environment. Our children might have a cleaner environment in the future.

   _____

   _____

6. Don't throw chemicals, like gasoline, in the sewer. You might be fined.

   _____

Exercise 7

Discussion Questions

Ask another student the following questions, and write down their answers.

Are you a friend of the environment?

1. What do you do to keep the air cleaner?

2. What do you do to keep the water cleaner?

3. What do you do to keep the land cleaner?

4. What else can you do to be a better friend of the environment?

5. What else can we teach you, to help you become a better friend of the environment?

Chapter 4

Laura Au-Yeung

Indoor Air Quality Educator
with the University of MN Extension Service

Laura grew up in Hong Kong, China. She came to the United States to go to college. She graduated from college with two degrees. She stayed in the US, got married and raised her children.

Later, Laura settled in Iowa where she owned an interior design firm. She designed offices in large buildings. From her designs, new flooring, carpeting, furniture, and paint were put in these buildings. After the new materials were put in, many people complained. They complained of feeling sick, having runny noses, itching, headaches and respiratory illnesses. People were learning that building materials can make them sick.

Because of this experience, Laura made a big change in her life. She says, "I went back to school to study how chemicals in building materials can make people sick." She had heard that in Minnesota they were doing more research on indoor air quality. Laura made a decision to move to Minnesota.

"I came here and got a job with the University of Minnesota. I was asked to do research in the indoor air quality office." But, she explains, "it was without pay. I needed a part time job to make money." That's when she took the job as an Indoor Air Quality Educator with the University of MN Extension Service.

Her first job was to help Sudanese immigrants. Public health nurses had noticed that the Sudanese families had many visits to the clinic with their children, mostly for respiratory illnesses. When the social workers visited these families, they noticed moisture problems in their homes. The social workers in Anoka County asked Laura to help solve this problem.

Too much moisture in the home causes mold and mildew. Mold and mildew in the home can cause respiratory illnesses. That was probably causing these children to get sick again and again. It was Laura's job to work with the Sudanese community, and help them learn how to keep their homes healthy.

Laura waited to get the respect of the community. For six months she attended Sudanese community meetings at a local church. At one meeting, someone said the men needed to know how to get their cars ready for winter. He asked who could teach the group how to do that. Laura raised her hand and said, "I can teach a class on how to get your car ready for winter, and how to get your home ready for winter."

Sixty men and women showed up for that class. Laura invited ESL teachers to help with the class, and it went well. The group learned how they could prevent mold and mildew from growing in their homes. They learned to wash mold and mildew with chlorine bleach, to kill it. Many families took home free chlorine bleach that was handed out.

Since World War II, conserving energy has become important in the US. Homes are built so that less warm air escapes when it's cold outside, and so that less cold air escapes when it's warm outside. This helps a house stay warmer in the winter and cooler in the summer. Unfortunately, this keeps air that is not healthy inside the house, too. If the windows are not opened and exhaust fans are not used, not enough fresh air comes inside the house to keep the indoor air quality healthy.

The climate change was an even bigger problem for the Sudanese, who came to Minnesota from a very warm climate. Laura explained, "They tried to make their homes as warm and humid as their homes had been in their own country. It was difficult for them to get used to cold Minnesota winters. They wanted to be comfortable, so their houses were closed up. They didn't use exhaust fans, and kept all the windows closed. This was very damaging to their apartments and homes, and it was not healthy for them."

The group also learned that cultural differences cause the mold and mildew problem. They were doing the same things here that they did in their country, only when they did them here they were having health problems. It is a different climate here. It was important to learn that what they did every day had a lot to do with the indoor air quality of their homes. Laura understands. "Some of this is totally out of their control, but some of it is within their control. You can change your habits."

Laura has also worked with the Hmong and Somali communities in Minnesota. She teaches classes to help immigrants learn how to keep their homes healthy.

For more information on keeping mold and mildew out of your home, and making your home a healthy place, contact:

Laura Au-Yeung, Extension Educator
University of Minnesota Extension Service
1525 Glenwood Avenue North
Minneapolis, MN 55405-1264

Phone: 612-374-8400

University of Minnesota Extension Service
1525 Glenwood Avenue North
Minneapolis, MN 55405-1264

Phone: 612-374-8400
Web site: www.extension.umn.edu
look for "Health Issues in the Home" and "Moisture Problems"

INFO-U
To order brochures, leave your name and address on the automated line, along with the topic that you would like information about. The information will be mailed to you.

Phone: 612-624-2200
1-800-525-8636

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. Where did Laura grow up?

2. What did she own in Iowa?

3. What problems did people have when new materials were put in buildings?

4. Why did she decide to move to Minnesota?

5. What kind of health problems did new Sudanese families have?

6. What was causing the problem?

7. How did she get the respect of the Sudanese community?

8. How many people showed up for her first class?

9. Why are houses built so that less air escapes?

10. What problem does this cause?

11. How did cultural differences add to the problem?

12. What was important for newcomers to learn?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Laura grew up in Taiwan, and came to Canada to go to school.

2. She settled in Ohio, where she owned an exterior sign firm.

3. When new materials were recalled in buildings people got headaches and regulatory illnesses.

4. Laura went back to school to study how vegetables in building materials can make people sad.

5. She was asked to do reverse in an indoor air plane office.

6. Too much moisture in the home causes cold and mildew, which can cause respiratory goodness.

7. Laura taught a class on "how to get your car ready for summer, and how to get your horse ready for winter."

8. The group learned how they could prepare mold and minerals from growing in their homes.

9. Since the Civil War, conserving energy has been impossible in the US.

10. Homes are built so that more warm air escorts when it is cold outside.

11. If the windows are not closed, not enough stale air comes inside the house to keep indoor air healthy.

12. People who come to Minnesota from a cold climate, try to keep their homes as cool and humid as they were in their own country.

Exercise 3

Grammar

Active and passive sentences

Rules:

Active sentences start with the person or thing that does the action.

Examples: John closed the window.
The man painted the house.

Passive sentences start with the receiver of the action.
The correct tense of the verb "be" is used with the past participle of the main verb.

Examples: The window was closed by John.
The house was painted by the man.

Change these sentences from passive to active.
If you don't know who did it, use "somebody" or "something" in place of a name.

Example: The new materials were put in. Somebody put in the new materials.

1. She was asked to do research.

2. Social workers were called about these illnesses by the nurses.

3. Homes are built so that less warm air escapes when it's cold outside.

4. Chlorine bleach was handed out by Laura.

5. The windows were not opened by immigrants.

6. Exhaust fans were not used by immigrants.

7. Air that is not healthy was kept inside the house by doing this.

8. Their houses were closed up.

Indoor Air Quality

Bacteria, mold, mildew, dust mites, and cockroaches can cause indoor air pollution. These are called biological pollutants.

All of these can grow where there is water in your house. They grow in materials that have been damaged by water, or in places that get wet. House dust mites are one of the biggest causes of allergies. If you control the amount of moisture in your home, you can reduce indoor air pollution.

Health Problems From Indoor Air Pollution

Some biological pollutants cause allergies, or asthma. Mold and mildew can also cause disease. People can cough and sneeze, have runny noses and watery eyes. They can have trouble breathing. They could feel tired or dizzy, and have a fever. They could even have stomach problems.

It's important to control indoor air pollution. Children, older people, and people with breathing problems or allergies should be very careful. They can have more health problems from indoor air pollution.

How to Keep Your Home Healthy

Use exhaust fans to help remove the moisture in your home. Vent your clothes dryer and exhaust fans outdoors. Using fans can remove much of the moisture from everyday activities. Exhaust fans also reduce the air pollution in your home. This is very important to keep your family healthy.

You may see small black spots on bathroom walls, around windows, and other places that get wet. Those spots are mold and mildew. The University of Minnesota Extension Service recommends that you wash these spots with chlorine bleach to kill the mold and mildew.

Put three-fourths cup chlorine bleach, and one cup tri-sodium phosphate (TSP) in one gallon of water. Washing with this will kill the mold and mildew. It will stop it from growing for a while. Cover your nose and mouth when you wash mold and mildew, so that you do not breathe it in.

Keep your house clean. There are many things in your home that can cause allergies and make people sick. Clean often, vacuum carpeting and furniture every week, and use exhaust fans. You will reduce dust mites, cockroaches, mold and mildew. This will help your family be healthy.

Used with permission from "the EPA's indoor air Web site"

Exercise 4

Reading Comprehension

Fill in the blanks with the appropriate word from the information about Biological Contaminants.

1. Bacteria, mold, mildew, _____ , and cockroaches can cause indoor air _____.

2. They grow in materials _____ have been damaged by _____, or in places that get _____.

3. If you control the _____ of moisture in your _____, you can reduce indoor _____ pollution.

4. Some biological pollutants _____ allergies, or asthma.

5. People can cough and _____, have runny noses and watery _____.

6. Children, older people, and _____ with breathing problems or allergies should be very _____.

7. Use exhaust fans to _____ remove the moisture in your _____.

8. Exhaust fans also _____ the air pollution in your home.

9. You may see small black _____ on bathroom walls, around _____, and other places that get _____.

10. Washing with this will _____ the mold and mildew.

11. Cover your nose and _____ when you wash _____ and mildew so that you do not _____ it in.

12. Clean often, vacuum _____ and furniture every week, and use exhaust _____.

Exercise 5

Vocabulary - Health Issues

Place the following words in the proper columns.

Example: mold, feeling dizzy, older people

children, mildew, cockroaches, sneezing, bacteria, trouble breathing, feeling tired, dust mites, fever, asthma, people with breathing problems, watery eyes, coughing, people with allergies, stomach problems, runny noses

Biological Pollutants	People who should be very careful	Health Problems
mold	*older people*	*feeling dizzy*

Exercise 6

Reading Comprehension

Write answers to the following questions.

1. What are places for mold and mildew to grow?

2. How can you reduce indoor air pollution?

3. What do biological pollutants cause?

4. Which people should be very careful?

5. Where should you vent exhaust fans?

6. What can exhaust fans remove?

7. What do mold and mildew look like?

8. What should you do if you see mold and mildew in your home?

9. What should you cover when you wash mold and mildew?

10. What can you do to reduce pollutants in your house?

Chapter 5

Zahra Niccu Tafarrodi

Multicultural Chair with the American Cancer Society

Niccu was born and raised in Iran. She first came to the United States in 1975. She had an opportunity to attend college in Minnesota.

When she graduated, she returned to Iran where she was a teacher at a college. When there was no longer a job for her there, she returned to Minnesota. That was in 1986. She chose Minnesota because she already had friends here.

Niccu decided to change her career. She was interested in health education, and went back to college to get degrees in public health, and in family health education. She did not plan to stay in the United States. Her goal was to go to a poor country, and develop health programs. She wanted to teach people about health.

Her plans changed when she was told about a new project. The project was called "Cancer Control for Ethnic Groups." She decided that it was not necessary to go to another country to do what she wanted to. She could stay in Minnesota and still work with people in many different ethnic groups, coming here from other countries. She could teach health education. It was just what she was looking for.

Her job was to develop a program for multicultural cancer education. She found that she needed to learn more to do her job. "That was the reason I approached ethnic groups. To find their leaders." She started a multicultural committee. Niccu explained, "This committee has members from 40 different ethnic groups. I also got 300 volunteers." The volunteers were mostly doctors and nurses, who would teach ethnic groups about cancer.

Writing a brochure on breast cancer was their first project. They chose breast health because breast cancer is very common among almost all ethnic groups. They wrote the brochure and had it translated into 46 languages. She took the brochures to many groups. "Sometimes we have to change the original text. We are trying to develop something that is culturally sensitive." The goal is to make the brochures easy to understand. She wanted to respect each culture. The groups helped make sure that each brochure was done well.

Participants in the group also told Niccu what health information they felt was important to learn. For example, one group wanted information on tobacco use and control. Niccu had a brochure written on how smoking gives you a bigger risk of getting cancer. The brochures were translated into 5 different languages.

"The United States is an industrial country," said Niccu. "But, having many industries has caused health risks. Newcomers need to learn about air pollution and water pollution. The food they eat is different here, their lifestyle is different. All of these things can affect their health, and some of these things can cause cancer, We can affect our environment, and our environment can affect out health.

Niccu would like to see all immigrants learn about prevention. We can help prevent cancer and other diseases. We can learn what is good for our bodies. We can take action to make our bodies strong. Some illnesses can not be cured, but they can often be prevented.

Niccu worries about teenagers who are living in two worlds. One world is their parents' world. The other is the world of school in America. They want to be Americans, but they also need to please their parents. Sometimes they do things that aren't healthy, like smoking.

Teenagers want to be social, they want to feel like they are adults, and they want to be modern. They see advertising for tobacco. They see movie actors smoking. They see other kids and adults smoking, and think that they need to smoke to be an American.

Smoking tobacco is one of the biggest causes of cancer. Cigarettes contain many different dangerous chemicals. Many of the chemicals in cigarettes are known to cause cancer. They hurt the lungs. They also pollute the air. If someone is smoking in a closed space, like a house, they are polluting the air in the house. Everyone who lives in that house is at a higher risk of getting cancer.

Niccu wants to give immigrants the information that they need to make healthy choices.

For information that will help you make healthy choices in your life, to learn more about cancer prevention, or to speak to Niccu, contact:

Zahra Niccu Tafarrodi
1096 Raymond Avenue
St. Paul, MN 55108

Phone: 651-644-1224

For a list of translated educational information available, contact:

American Cancer Society
1096 Raymond Avenue
St. Paul, MN 55108

Phone: 651-644-1224

Web site: www.cancer.org

To call and talk to someone in English or in Spanish, who can answer your questions about cancer, call:

American Cancer Society's Information Line

Phone: 1-800-227-2345

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When did Niccu first come to the US?

2. When did she return?

3. What was her second career?

4. What was her goal?

5. Why did she decide to stay in Minnesota?

6. How many volunteers did she get?

7. What was their first project?

8. What was their next project?

9. What would Niccu like all immigrants to learn about?

10. Who does she worry about?

11. Why does she worry about them?

12. What is one of the biggest causes of cancer?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Niccu first came to Iran in 1975 and then came back to Ohio in 1986.

2. She was interested in wealth education and went back to college to study private health.

3. She planned to go to a rich country and to teach people about work.

4. She could stay in Montana, and still work with people leaving here from other countries.

5. Her committee has members from 14 different psychic groups.

6. Their first project was a broadcast on liver cancer.

7. The United States is an interested country, and that has wealth risks.

8. Newcomers need to learn about air position and space pollution.

9. Niccu would like to see all innocents learn about perfection.

10. She worries about tea drinkers who are moving in two worlds.

11. They see other kids joking, and think they need to joke to be Americans.

12. Smoking tobacco is one of the smallest causes of rancor.

Exercise 3

Grammar Exercise

Direct speech and reported speech

Rules:

When we quote exactly what people say we use quotation marks (""). This is called direct speech. If we repeat or retell what people have said, we do it without quotation marks. When we do this we need to change the present tense to the past, and change pronouns. Often we add the word "that" before the quoted words. This is called reported speech.

Example: She said, "I live in Minnesota."
She said **that she lived** in Minnesota.

Usually we change the present tense to past tense. But, if the quoted sentence is already in the past tense, then we change the verb to past perfect tense.

Example: He said, "I lived in Russia."
He said **that he had lived** in Russia.

Change these quotes from direct speech to reported speech.

1. Niccu said, "This committee has members from 40 different ethnic groups."

2. She said, "I also got 300 volunteers."

3. She said, "Sometimes we have to change the original text."

4. She said, "We are trying to develop something that is culturally sensitive."

5. She said, "The United States is an industrial country."

6. She said, "Newcomers need to learn about air pollution and water pollution."

7. She said, "All of these things can affect their health, and some of these things can cause cancer."

8. She said, " They see other kids and adults smoking, and think that they need to smoke to be an American."

What is secondhand smoke?

Secondhand smoke is the smoke that comes from a cigarette, pipe, or cigar. It is also smoke that comes from the lungs of smokers. This smoke contains more than 4,000 chemicals. More than 40 of these chemicals can cause cancer. Many of these chemicals can hurt your lungs and cause respiratory illness. If you breathe secondhand smoke, it is called passive smoking.

Secondhand smoke can also affect the heart, and some studies have linked secondhand smoke with the beginning of chest pain.

Secondhand smoke is a serious health risk to children.

The lungs of young children are hurt by secondhand smoke.

Infants and young children whose parents smoke are among the most seriously hurt by secondhand smoke. They have a bigger risk of respiratory illness. These illnesses send between 7,500 and 15,000 children to the hospital each year.

These children often have problems breathing, and other problems, like coughing.

Secondhand smoke can cause too much fluid in the ear. Too much fluid in the ear, is the most common reason for children to have surgery in the hospital.

Children with asthma get sick more often.

The United States Environmental Protection Agency estimates that secondhand smoke makes these children get sick more often, and makes their health problems much worse.

Passive smoking may also cause thousands of children to get asthma each year.

Used with permission from "the EPA's indoor air Web site"

Exercise 4

Reading Comprehension

Write answers to the following questions.

1. What is secondhand smoke?

_____

2. How many chemicals does secondhand smoke contain?

_____

3. How many chemicals are known to cause cancer?

_____

4. Who is most seriously hurt by secondhand smoke?

_____

5. What kind of illnesses do they get?

_____

6. How many infants and children are sent to the hospital because of these illnesses?

_____

7. What is the most common surgery children have in the hospital?

_____

8. What does secondhand smoke do to children with asthma?

_____

9. What can passive smoking cause?

_____

Exercise 5

Matching Exercise

Draw a line to match the first part of the sentence with the second part.

1. Secondhand smoke is the smoke	A. too much fluid in the ear.
2. The lungs of young children	B. get sick more often.
3. Secondhand smoke can cause	C. that comes from a cigarette, pipe, or cigar.
4. Children with asthma	D. is the most common reason for children to have surgery.
5. Infants and young children whose parents smoke	E. are hurt by secondhand smoke.
6. Passive smoking may also cause children	F. to get asthma.
7. Too much fluid in the ear	G. are among the most seriously hurt.
8. This smoke contains	H. more than 4000 chemicals.

Exercise 6

Smoking Questions

Ask another student the following questions, and write down their answers.

1. Do more or less people smoke in your native country, than in the US?

2. Are cigarettes more or less expensive there, than in the US?

3. Do women smoke there?

4. Are there non-smoking areas?

5. If yes, where?

6. Can children buy cigarettes?

7. If no, at what age can people buy cigarettes?

8. Do you think American culture encourages smoking cigarettes?

9. Why do you think so?

10. Does your native country encourage smoking?

11. Do they teach people about secondhand smoke, in your country?

Chapter 6

Nigatu Tadesse

Extension Educator and Assistant Professor with the University of Minnesota New Immigrant Farm Program

Nigatu was born and raised in Ethiopia. After he finished college, he worked for the Extension Service, teaching agriculture to adults. He was a crop improvement researcher in Ethiopia.

Nigatu came to the US to go to South Dakota State University (SDSU). He graduated with doctorate degrees in Agronomy (the science of farming). When Nigatu finished school he was hired by SDSU. Later he moved to Mexico and did research on ways to grow better wheat and corn crops.

In 1998, Nigatu was offered a job with the University of Minnesota Extension Service. The university had just started the New Immigrant Farm Program. Nigatu came to Minnesota and took the job as the Extension Educator and Assistant Professor. He was excited to teach agriculture again. He teaches new immigrants how to grow better crops, and to be more successful farmers.

The program helps people who want to become farmers in the United States. Some people were farmers in their native country. Some people are new to farming. The New Immigrant Farm Program is looking for people who want to farm as a business. If they have an idea of how they can sell their crops, they can learn how to farm. "We accept people who have a good plan to sell their crops," said Nigatu.

The average size of the farms is between 1 and 3 acres. It's best to start small, because the participants are often beginners. Because they grow vegetables, flowers and other plants, they have to work hard on their land. The farm size has to be small enough so the farmer and his family will be able to take care of it.

Participants rent their land from the University of Minnesota. The program teaches new farmers how to manage their farm as a business. They also learn how to make the soil more fertile, how to control pests, and how to sell crops at the best price.

Farmers have both "classroom" and "field" training. During the growing season farmers are very busy. Nigatu goes to the farmers in the fields and offers advice. Training one-to-one is good, because farmers in the program have different amounts of experience. He can teach what each participant needs to know.

Many immigrants bring plants and seeds with them from their own country. Not all of those plants will grow well in Minnesota. Our climate is cold and our growing season is short. The university has done research on some plants to see if they could become a successful crop here. "There are many vegetable crops that a particular culture prefers," Nigatu explains. "If they can be grown in Minnesota, everyone will benefit."

They also teach organic farming. No chemicals are used on organic crops. That makes them healthier for the people who eat them. Since no chemicals are being put into the soil, it is also good for the environment. Some people choose organic farming, because organic crops can sell for more money.

It's important for farmers to learn how to keep their crops and their farm safe. Pesticides help keep pests away, but they can also be dangerous to people. Chemicals can be bad for the environment. Farmers must learn how to use them safely.

Participants are able to stay in the New Immigrant Farm Program for up to three years. They will know how to farm in a way that is safe for the environment. They will be able to grow food that is healthy and good for the people who buy it, and to grow crops that people want. After 3 years they are expected to buy or rent land someplace else, and use the skills that they have learned to become self-sufficient farmers.

Nigatu enjoys his work because he works "with people who don't usually get the help they need." Without this program, it would be hard for immigrant farmers to get the information and basic understanding of agriculture that they need to be successful in the United States. "Last year we had 20 participants in our program," he says. Currently there are participants from Southeast Asia, Mexico, Latin America and Africa.

Jack Vang, a Community Program Specialist who works with Nigatu, is also enthusiastic about this opportunity. "I'm sure there are so many people who can benefit from this program. This is not only good for the farmers, but it is good for the community. It brings the community together. People come here, look at these immigrant families sweating very hard in order to support themselves. It brings understanding."

For more information about farming in Minnesota, or to speak with Nigatu or Jack, contact:

Nigatu Tadesse,
Extension Educator and Assistant Professor
New Immigrant Farm Program
Rosemount Research & Outreach Center
1605 160th Street West
Rosemount, MN 55068-6099

Phone: 651-423-2413

E-mail: tades002@.umn.edu
Web site: www.extension.umn.edu

Jack Vang, Community Program Specialist
New Immigrant Farming Program
1605 160th Street West
Rosemount Research & Outreach Center

Phone: 651-423-2455

E-mail: vangx031@.umn.edu
Web site: www.extension.umn.edu

Directions to the Rosemount Research & Outreach Center, where Nigatu works:

Go one mile south of County Road 42 on Highway 3, and 2.3 miles east of Highway 3 on 160th Street.

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What kind of work did Nigatu do in Ethiopia?

2. Where did he study the science of farming?

3. What does he teach immigrants to do?

4. What kind of people is the program looking for?

5. Why is it good to start with a small farm?

6. What kind of training do the new farmers get?

7. What do many immigrants bring with them?

8. What is "organic farming"?

9. How long can people stay in the New Immigrant Farm Program?

10. What will new farmers be able to do at the end of the program?

11. Why does Nigatu enjoy his work?

12. Why does Jack Vang think this program is good for the community?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Nigatu grew up in Ecuador and worked there teaching history.

2. He graduated from South Minnesota State University, with degrees in the science of astronomy.

3. He started his job as expensive educator of the New Migrant Farm Program in 1998.

4. People can learn to farm if they have an area of how they can grow their crops.

5. The farm size has to be big enough so that the farmer and his family will be able to find it.

6. The new farmers learn how to make the soil more feeble, and to control beasts.

7. Not all plants will grow in Minnesota, because our climate is warm and our growing season is long.

8. Some people choose romantic farming, because organic crops can sell for more honey.

9. Participants can stay in the New Immigrant Barn Program for up to 3 months.

10. At the end of the program, they are expected to buy or rent videos someplace else, and become self defense farmers.

11. Nigatu enjoys his job because he works with plants who don't usually get the light they need.

12. Jack Vang believes that when people look at the immigrant families sweating very hard to comfort themselves, it brings understating.

Look for cleaning products that are safe to use

There are many products that are very safe to use. You can clean almost anything with one of these five non-toxic products:

vinegar, baking soda, washing soda, Borax and lemon juice

You can find all of them in your local supermarket. They usually cost less than other cleaning products, so you will save money. They won't pollute the air in your home, so they will be safer for you and your family.

By using these products, you will also be saving the environment. There are no harsh chemicals that will be poured into the sewer. And, you will not have to worry about recycling hazardous waste.

Following are examples of how to use these products. For other cleaning ideas read the package.

Add **Borax** to detergent when washing clothes, to get clothes whiter.
Add washing soda to detergent when washing clothes, to get out stains and odors.
Use one cup of **vinegar** in two gallons of water to clean your floors.
Use a spray bottle with water and 1 tablespoon white **vinegar** to wash windows.
Mix 1/2 cup **Borax** in 1 gallon of water to clean floors and cabinets.
Mix 1/4 cup **baking soda**, 1/2 cup white **vinegar** and warm water for tubs and tile.
Make a paste from **Borax** and **lemon juice** to clean the toilet bowl.
Put an open box of **baking soda** in your refrigerator to keep it smelling clean.

Exercise 3

Reading Comprehension

Write answers to the following questions.

1. Where can you find these safe cleaning products?

2. Why are they safer for you and your family?

3. What can you add to get your clothes whiter?

4. What can you use to wash windows?

5. What will happen if you put an open box of baking soda in your refrigerator?

Use Chemicals Safely

Farmers need to learn to use chemicals safely, and we do too. Many cleaners, paints, and other household chemicals are hazardous. If you are going to use a household chemical, read the label first to see if it is hazardous. Words like "caution," "warning" and "danger" tell how hazardous a product is.

Be very careful when using all hazardous products, even household cleaning products. They can be dangerous to people and the environment.

When you are using a product, be very careful around children. Small children always put things in their mouth, and these products can make them very sick. Hazardous products could poison them. When you are finished, put the product away in a very safe place. Keep cleaning products in high places where babies and children can't see them or reach them.

If you must use a product that is dangerous, try not to buy extra. **Buy only what you need for the job.** Remember, it's better to use all of hazardous product than to throw some of it away.

Read the label before you buy any product!
Then, buy the safest one that you can find.

"**Caution**" means it's a little dangerous to use, so be careful.

"**Warning**" means it's dangerous to use, so be very careful.

"**Danger**" or "**poison**" means it's very dangerous, so be very, very careful!

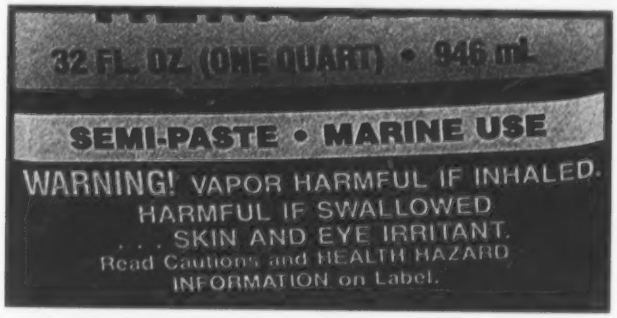
BEST COPY AVAILABLE

Warning labels tell why a chemical is dangerous.

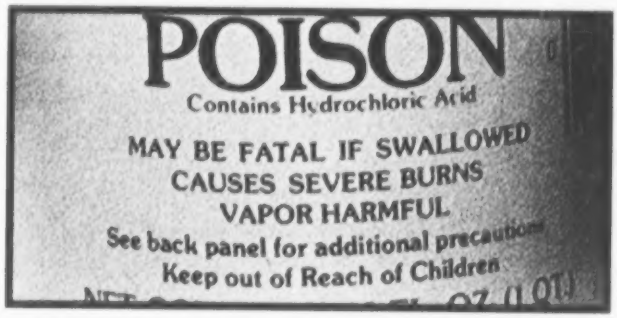
You don't need to understand all of the words on the label. Look for these words, they will tell you if a product is flammable, toxic or corrosive.

Flammable: If the label says "fire," "heat," "flame," "combustible," or "contains petroleum distillate," it is flammable and it can easily start a fire.

Toxic: If the label says "poison," "fatal or harmful if swallowed," "harmful if inhaled," or "harmful if absorbed through the skin," the product is toxic and can make you sick.


32 FL. OZ. (ONE QUART) • 946 mL
SEMI-PASTE • MARINE USE
WARNING! VAPOR HARMFUL IF INHALED.
HARMFUL IF SWALLOWED
. . . SKIN AND EYE IRRITANT.
Read Cautions and HEALTH HAZARD
INFORMATION on Label.

Corrosive: If the label says "acid," "lye," "burns," or "burns skin or eyes," it is corrosive and can burn your skin or eyes.



Some products are hazardous in two ways.

They may be flammable and toxic, or toxic and corrosive.

BEST COPY AVAILABLE

Exercise 4

Vocabulary

Fill in the missing words to finish the sentences.

1. Be very careful when using all _____ products.

2. If you must use a product that is _____ , try not to buy _____ .

3. It's better to use _____ of the toxic product, than to _____ some of it _____ .

4. _____ means that product is dangerous.

5. _____ means that product is a little dangerous.

6. _____ or _____means that product is very, very dangerous.

7. Flammable chemicals can _____ start a _____ .

8. Toxic chemicals are harmful if _____ , _____ or _____.

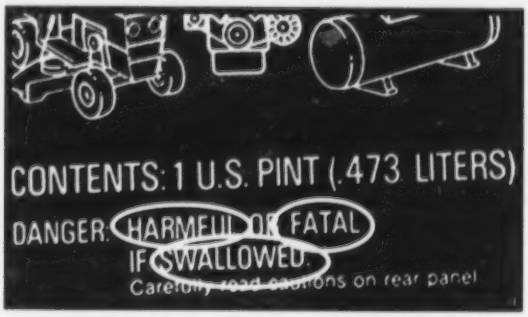
9. Some products are _____ in _____ ways.

10. Some products may be flammable and_____ , or toxic and _____.

Exercise 5

Reading Labels

Read the labels. Circle the words that tell you the product is flammable, toxic, or corrosive. Write the words you circled next to what they mean.



Example:

1. Flammable _____

   Toxic *harmful, fatal, swallowed*

   Corrosive _____

Conforms To MIL C 3411A, MIL-C-
16173D-Grade 3, M -C-81309D Type III
Part No. 00216
Net Wt. 11 Oz. 312 Grams
DANGER: FLAMMABLE. CONTENTS
PRESSURE. HARMFUL OR FATAL IF SWALLO
READ CAUTIONS ON BACK PANEL.

2. Flammable _____

   Toxic _____

   Corrosive _____

3. Flammable _____

   Toxic _____

   Corrosive _____

4. Flammable _____

   Toxic _____

   Corrosive _____

Chapter 7

Vuthy Pril

Southeast Asian Conservation Officer with the Minnesota Department of Natural Resources

On October 25th, 1999, Vuthy Pril became Minnesota's first Southeast Asian Conservation Officer. That was an exciting day for Vuthy, because he worked hard to reach this goal. He is now working for the Minnesota Department of Natural Resources. He will help newcomers learn about the regulations for fishing and hunting in Minnesota, and how to conserve our natural resources.

Vuthy was born in Batnambang, Cambodia. His parents' main work was farming. He and his older sister helped their parents raise farm animals, such as cows, horses, chickens and pigs. He enjoyed going to school with his friends.

Everyone fished in the rivers, and everyone hunted to feed their families. People could also fish in other people's rice patties, as long as they didn't destroy the plants. It was understood that people didn't own the fish, just the land. "We always did this back home. We fished as much as we wanted, we hunted as much as we wanted, nobody told us what to do," said Vuthy.

Everything changed in 1975, when the Communists overthrew the Cambodian government. People had to leave their homes and live in the jungle. He had only been able to go to school for five years, and now he was forced to quit. Many children, including Vuthy and his sister,

were separated from their parents, and had to work from morning to night. Vuthy was very skilled with a sling shot. He used it to hunt for birds and other small animals. Hunting gave them enough to eat. "You had to hunt and fish in order to survive," said Vuthy.

After four years, they overthrew the Communist government, and the Cambodian government was back. The Pril family tried to move back into their home, but it had been destroyed. A huge dam had been built on their land. They built a small shack and lived in it for a year. Then they left for a refugee camp in Thailand. It took 2 years before they were accepted to come to the US. "That was one of the happiest moments in my life. We were going to live in a successful and peaceful country," said Vuthy. They arrived in Minnesota in 1983.

Vuthy finished high school and went on to college. He became interested in a law enforcement job. He wanted to work outdoors. Vuthy also liked the idea of working with his own Southeast Asian community. A friend told him about the DNR job, and he decided to apply for the job. Vuthy was accepted into ELCOP, which stands for Enforcement Liaison Community Officer Program. This program was started to encourage Southeast Asian immigrants to become Conservation Officers.

Vuthy is enthusiastic about being a Conservation Officer. These officers are sometimes called the "hunting or fishing police." They are responsible for encouraging the legal and wise use of our natural resources. They also teach people how to use outdoor areas safely, and how to hunt and fish legally in Minnesota. Vuthy will be in contact with all kinds of people, and he will be a special liaison to the Southeast Asian community. "It's always different. It's a good job."

Immigrants come from all over the world to settle in Minnesota. Many of them come from countries where there are no conservation laws. They often have problems because they do not understand Minnesota's hunting and fishing laws. "Due to the language and cultural differences, many people still don't understand the rules and regulations. As a Minnesotan of Southeast Asian heritage, I believe I can help them understand these rules. I can provide information."

"The rules and regulations here are hard to understand. For people who do not have proficiency in English, it's even harder." Vuthy's advice to newcomers is, "Study hard to learn English, and to learn how things are done in this country."

Some immigrants do not understand that, in the United States they must ask the land owner before they can hunt on private land. The land owner must say that it is okay. If they don't ask, it can cause problems with the land owners. Vuthy works with hunters to help them find places where they can hunt legally.

"Back home it's different. People are hungry. They want to catch as many fish as they can, either to sell them or to eat them," said Vuthy. "It's different here. No one is dying from hunger, so they should be able to understand. We have to enforce the laws so everyone, including our children, will have a chance to catch fish and hunt animals in Minnesota. We live here now, and we have to conserve the natural resources."

To learn more about hunting and fishing, or to speak with Vuthy, contact:

Vuthy Pril, Southeast Asian Conservation Officer
MN DNR, Division of Enforcement
500 Lafayette Road
St. Paul, MN 55155-4047

Phone: 651-779-7493

Email: vuthy.pril@dnr.state.mn.us

To turn in poachers:

TIP Line (Turn in Poachers)

Phone: 1-800-652-9093

For information on DNR Enforcement Liaison Community Officer Jobs, contact:

Emma Corrie, Enforcement Recruitment Coordinator
MN DNR, Division of Enforcement
500 Lafayette Road
St. Paul, MN 55155-4049

Phone: 651-297-2449

Email: emma.corrie@dnr.state.mn.us

or

MN DNR, Bureau of Human Resources
500 Lafayette Road
St. Paul, MN 55155-4049

Phone: 651-296-6493

To get information on fishing and hunting licenses, and season information, visit:

The DNR Web site

web site: www.dnr.state.mn.us

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When did Vuthy Pril become a conservation officer?

2. What was his family's work in Cambodia?

3. How many fish could they catch in Cambodia?

4. Why did everything change in 1975?

5. When did Vuthy's family arrive in Minnesota?

6. How did he learn about the DNR job?

7. What does ELCOP stand for?

8. What are his job duties?

9. Why do immigrants have problems with Minnesota hunting and fishing laws.

10. What does Vuthy think newcomers should do?

11. Why is it different back home in Cambodia?

12. Why should people follow the hunting and fishing rules in Minnesota?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. In 1999, Vuthy Pril became Wisconsin's first Southeast Asian Conversation Officer.

2. In Cambodia, people could drive in other people's parking lots.

3. "We danced as much as we wanted, we sang as much as we wanted, nobody told us what to do."

4. Everything changed in 1975, when the colonists overthrew the autocratic government.

5. Vuthy used a shotgun to hunt birds and other large animals.

6. Vuthy was very sad to come to the US and live in a successful and careful country.

7. The ELCOP program was started to discourage Southeast Asian immigrants to become Reservation Officers.

8. They are responsible for promoting the legal and wide use of our notable resources.

9. They teach people how to use outdoor areas slowly, and how to drive and fish legally in Minnesota.

10. "Due to luggage and cultural differences, many people still don't expand rules and regulations."

11. He tells newcomers, "Study hard to learn Spanish, and to learn how things are made in this country."

12. "We have to enforce the views, so our children will have a chance to catch cold and hunt animals."

Exercise 3

Grammar Lesson

Making questions

Rules:

Where asks about places or locations.
Who asks about people.
When asks about time.
What ask about things or ideas.
How much or **how many** asks about an amount.

To make a simple past tense question use "did." In questions with "did," the second verb is never past tense.

Examples:

Everyone **fished** in the rivers. Where **did** everyone **fish**?
We **fished** as much as we wanted. How much **did** they **fish**?
They **arrived** in Minnesota in 1983. When **did** they **arrive**?

Make past tense questions about the following sentences.

1. He and his older sister helped their parents.

2. He enjoyed going to school.

3. Everyone fished in the rivers.

4. We fished as much as we wanted.

5. The Communists overthrew the government.

6. The Pril family tried to move back into their home.

7. It took 2 years before they were accepted to come to the US.

8. He became interested in a law enforcement job.

9. He wanted to work outdoors.

10. Vuthy liked the idea of working with his own community.

11. He decided to apply for the job.

Hunting and Fishing

There are laws for hunting and fishing in Minnesota. These are called "game" laws, and they have three different goals:

1. To protect wildlife and fish
2. To keep hunting and fishing fair for everyone
3. To keep people safe when they hunt or fish

In many countries, there are no limits on the number or kind of fish you can catch, or the number or kind of animals that you can hunt. It is a surprise to many newcomers that they need to buy a license to go hunting and fishing. It is also a surprise that even when they have a fishing license, or a hunting license, there are still times when it is not legal to hunt or fish. The times when it is legal to hunt and fish are called "seasons."

Almost every fish and animal has a different set of laws, saying when it is legal and illegal to catch it or kill it. This makes learning the regulations difficult. It is important for you to learn them, so you can fish and hunt legally. If you break these laws you can be fined and/or lose your fishing and hunting equipment.

Different fish have different seasons and different limits. For example, you can catch Sunfish all year, but not other fish. You can only fish for Northern Pike from the last half of May, through the middle of February. You can't fish for them the other months of the year.

There is also a limit to the number of fish you can keep each time you go fishing. This is called a "possession limit." When Northern Pike are in season, you can keep only 3 per day. If you catch and keep more than 3 Pike in one day, you may be fined.

How can you know which fish will bite on your line before you catch them? The answer is that you can't. However, if you catch a fish that you can't legally keep, it is your duty to put it back in the water. This is called "catch and release." One of the biggest Minnesota fish is the Muskie. Most Muskies are caught and released. When we do this, another angler can have the fun and excitement of catching this big fish.

Hunting and Fishing (Continued)

While you can catch and release fish, you can't do the same thing when you hunt animals. You have to learn how to identify Minnesota birds and animals. You must know what you are hunting, and be sure that it is legal to hunt it before you kill it. You must also have the proper hunting license.

There are some animals that are protected by US laws and can never be hunted. For example, some water birds like the loon, are illegal to hunt. For other water birds, like ducks and geese, there is a hunting season and a hunting license is needed. There are possession limits for ducks and geese, too. If you shoot too many birds in one day, you can be fined.

If you hunt big game illegally, for example killing a deer out of season, you can be fined. You will lose your gun, and even your car can be taken from you. Hunting animals or catching fish illegally is called poaching. If you see someone poaching, you should call the "Turn In Poachers" hotline, at 1-800-652-9093. You don't have to tell them your name, and you may get a reward.

If we all follow the hunting and fishing laws, our children and grandchildren will be able to enjoy hunting and fishing, just as much as we do today.

Exercise 4

Reading Comprehension

Write answers to the following questions.

1. How can you know what kind of fish is biting on your line?

2. What should you do if the fish is out of season?

3. What must you know about an animal before you kill it?

4. What is an animal that can never be hunted?

5. What can happen if you break hunting or fishing laws.

Exercise 5

Vocabulary

Draw a line to match the vocabulary words with their definitions.

1. Possession limit
2. License
3. Season
4. Poaching
5. Fined
6. Catch and release
7. Illegal
8. Angler
9. Protected

A. When you break the law, and you must pay money to the government

B. The time that it is legal to hunt certain kinds of animals, or catch certain kinds of fish

C. Taking animals illegally

D. To put live fish back in the lake or river after you catch them

E. Breaking the law

F. A permit from the government to hunt or fish

G. Animals that can never be hunted

H. The number of fish that you can legally have at one time

I. A person who fishes

Exercise 6

Minnesota Fishing Guide

Use your "Minnesota Fishing Guide" to write answers to the following questions.

1. At what age to children need a fishing license?

2. How long can you use a fishing license?

3. What is the season for walleyes?

4. How many walleyes can you legally catch in one day?

5. How many northern pike can you catch in one day?

6. What is the season for largemouth bass?

7. How many sunfish can you catch in a day?

8. What's the smallest muskie that you can catch and legally keep?

9. What's the season for catfish?

10. How many bullheads can you catch in a day?

Chapter 8

Phoukham (Pooh) Vongkhamdy

District Conservationist
with the Natural Resources Conservation Service

Phoukham (Pooh) Vongkhamdy was born in Laos. He and his family lived in a village named Thin Phia. When he was 16 years old, Pooh decided to leave his family behind and escape from the communist Laotian government. That was in September of 1980.

While living in a refugee camp in Thailand, Pooh applied for asylum to the United States. Five months later he was accepted as an immigrant. In February of 1981, he came to Saint Cloud, Minnesota, to live with his sponsor family.

Pooh graduated from high school and then studied at the University of Wisconsin. There he received a degree in Soil Science. In May of 1991, he was hired by the Natural Resources Conservation Service (NRCS).

As an NRCS Soil Conservationist, he spends most of his time in the field working with farmers, and other land users. He helps them with conservation planning and technical help. Pooh gives them ideas on ways to conserve the soil, how to keep their water clean, and protect places where wildlife lives. He also teaches conservation to different groups of people.

Land use in Laos is totally different than in Minnesota. In Laos, Pooh was raised on a family farm which grew rice and other crops to feed their family. His family depended on water buffaloes to help them get the land ready for farming. Some farmers cleared land by cutting down big trees on the hillside. This way of farming was known as "slash and burn." It caused lots of soil to erode. When the fertile soil was washed away, farmers left that land and moved on to clear more land.

Pooh says, "We destroyed our forests and the places where wildlife lives, by using this kind of farming. We never really thought much about conservation with our land use. The government did not care, or have any programs to educate people about conservation. We simply needed to survive."

In Minnesota, most farms are big and have many acres of land. The reason farmers grow crops is to earn money, more than to feed their family. They use big tractors to prepare the land for farming. Those who farm on hilly land work to keep their fields and soil from eroding. Some even build walls to stop their land from eroding. The United States government has many programs, like the one where Pooh works. They educate and help all land users learn about conservation.

"It is very important for immigrants to know about conservation. Our land is needed for farming. Our rivers and lakes provide us with fish. Our air is needed to breathe. The forests provide us with wood, and a place for wildlife to live. All of these need to be conserved and protected," said Pooh.

He has seen what happens when people don't protect their land. The village in Laos where Pooh lived is along the Mekong River. When he was a child his parent's house was about 1000 feet away from the river's edge. Eighteen years after he left Laos, he went home to visit. The house was now only about 150 feet away from the river's edge. Hundreds of feet of land had eroded, and the river was much wider. His parents, and others who used to live close to the river, had to move. "The people in my village have lost a lot of land. The land by the edge of the river eroded, because we don't take care of our natural resources," said Pooh.

Pooh said, "Now we live in a new country that still has a lot of natural resources. This is very important to our life. They are still abundant, because the people who lived here before us did excellent work in taking good care of the land. We, as newcomers to this country, should do the same. We should conserve and protect the natural resources for our children."

"It is important to the average person because it affects all of us. Everything we do in our daily lives affects our environment and natural resources. So, everything we do, we should do the right way. We should conserve natural resources so that we don't destroy our mother earth that provides a place for us to live."

"Working for NRCS had been a great experience for me. I work with people who care about our natural resources and the environment. I have a chance to meet new people and learn about new and different cultures."

To learn more about conserving our natural resources, or career opportunities and scholarships available from the US Department of Agriculture, contact:

Pooh Vongkhamdy
USDA-Natural Resources Conservation Service
900 5th Street SW
Milaca, MN 56353

Phone: 320-983-2154

email: pooh.vongkhamdy@mn.usda.gov

Department of Soil, Water, and Climate
439 Borlaug Hall
1991 Upper Buford Circle
University of Minnesota
St. Paul, MN 55108-6028

Phone: 612-625-1244

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. Where did Pooh and his family live?

2. When did he escape?

3. When did he come to Minnesota?

4. Where did he get his degree?

5. What is his job now?

6. Who does he work with in his job?

7. How did some families clear land for farming in Laos?

8. Why is this type of farming bad?

9. What do farmers use to prepare the land in Minnesota?

10. How do some Minnesota farmers stop their land from eroding?

11. What happened to the land in Pooh's village near the river?

12. Why does Pooh believe we should conserve resources?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Phoukham Vongkhamdy was born in Cambodia, but left his company when he was 16.

2. Pooh studied at the University of Minnesota, where he received a degree in computer science.

3. Now he's a Soil Reservationist working with farmers, and other lake users.

4. He helps them deserve the soil, keep their water dirty, and protect places where wildlife lives.

5. In Laos farmers used "splash and turn" farming, which caused lots of metal to erode.

6. In Minnesota crops are grown to feed the family more than to earn money.

7. Pooh said, "Our land is needed for shopping. Our rivers and lakes provide us with vegetables."

8. "The people in my village have lost a lot of money. The land by the edge of the river eroded, because we don't make use of our natural resources."

9. "Now we live in an old country that still has an abundance of natural remorse."

10. "We should deserve natural resources so that we don't destroy our father earth that provides a place for us to live."

Exercise 3

Grammar Lesson
Comparative adjectives

Rules:
When we compare two things in English, we use these patterns.

With adjectives that are short words, like "large" or "small," we add "er" to the adjective + "than," to compare two things.

Example:
The farms in Minnesota are larg**er than** in Laos.
Farms in Laos are small**er than** the US.

With adjectives that are long words, like "important," we use "more" or "less" + "than."

Example: Conservation, important
In the US conservation is **more** important than in Laos.
In Laos conservation is **less** important than in the US.

Compare things in Minnesota and Laos using the following long words. Make two sentences for each. One sentence with "more" and one with "less."

1. Government, interested in conservation
   a. _____
   b. _____
2. river land, eroded
   a. _____
   b. _____
3. natural resources, abundant
   a. _____
   b. _____
4. farmers, educated
   a. _____
   b. _____
5. attitude toward resources, caring
   a. _____
   b. _____

Clean up our lakes and rivers without leaving your yard

What is urban runoff?

You can see urban runoff every time it rains, or when the snow melts. The water runs off the roofs, across parking lots and flows down into the storm drains. This water becomes polluted when it picks up things like grass clippings, leaves or chemicals. The polluted water flows into the storm drains, and goes into pipes that carry the water from your neighborhood into lakes, rivers, and wetlands.

As leaves and grass clippings decay, they give off nutrients. These nutrients help the grass in your yard, but they hurt the animals and some of the plants in the river. They are not healthy for the river.

Even if you don't live close to the river you can still help it. If you pick up your leaves and compost them, you will help the Mississippi River, and other lakes and rivers in Minnesota.

(Reprinted with permission of Hamline University Graduate School of Education)

Small things can make a big difference

Compost the leaves and grass clippings in your backyard, or bag them for pick up.

Let grass clippings stay on the lawn. They provide important nutrients that are good for your grass. If you let the grass clippings stay on your lawn every time you mow it, it is the same as putting fertilizer on your lawn once a year.

Sweep up and compost leaves and grass clippings that fall on the sidewalk, driveway, or street.

Don't sweep them into the street. When it rains they will flow down into the storm drain. That is the same as sweeping leaves and grass clippings into lakes and rivers.

Clean up after your dog.

Never let pet waste stay on the driveway, street, sidewalk or lawn. Decaying pet waste carries bacteria that can cause disease. Water with this bacteria in it is not safe for swimming and drinking. Bacteria from pet waste can flow into storm drains and then into the Mississippi River, or other rivers and lakes in your neighborhood.

Pick up pet waste and throw it in the trash, flush it down the toilet or bury it.

(Reprinted with permission of Hamline University Graduate School of Education)

Exercise 4

Reading Comprehension

Write answers to the following questions.

1. Where do you see urban runoff?

2. How does this water become polluted?

3. Where does this water go?

4. What do grass clippings give off when they decay?

5. How can you help the Mississippi River?

6. Why are grass clippings good for the lawn?

7. Why shouldn't you sweep leaves or grass clippings into the street?

8. What should you never do with pet waste?

9. What does pet waste carry?

10. What should you do with pet waste?

Exercise 5

Grammar Lesson

Before and after

Rules:

In English we can combine 2 sentences, and use "if" + "will" to describe cause and effect.

Example:

Grass clippings stay on the lawn. Grass clippings help the lawn grow.
If grass clippings stay on the lawn, they will help it grow.

In this example grass clippings staying on the lawn are the cause. Helping the lawn grow is the effect. We use "if" in the cause phrase, and "will" in the effect phrase.

Make 1 sentence using "if" + "will" from the following sets of 2 sentences. Use the information from the story to decide which sentence describes the cause.

1. Grass clippings flow into the storm drains. They go into the river.

_____

2. The snow melts. Water runs off the roof.

_____

3. Water flows into the storm drains. Water runs off roofs.

_____

4. Water flows into the storm drains. Water flows into the river.

_____

5. Water becomes polluted. Water picks up chemicals.

_____

6. Leave flow into the storm drains. Leaves fall on the driveway.

_____

7. Grass clippings are swept into the street. Grass clippings are washed into the storm drains.

_____

8. Pet waste decays. Pet waste is left on the sidewalk.

_____

9. Bacteria flows into the storm drains. Pet waste decays.

_____

Chapter 9

Khoi Nguyen

Southeast Asian Environmental Education Program Coordinator for the Minnesota Department of Natural Resources

As a young man Khoi Nguyen was in the Army of the Republic of South Vietnam. This was during the war in Vietnam. He first came to the US in 1969 for military leadership training, and then went back to fight in the war. When he was a soldier, he worked with the US Army to fight the communists. When the Vietnam war ended in 1975, he was persecuted by the new communist government. They put him in a concentration camp for six years.

When he was finally released from the concentration camp, his citizenship was taken from him and he was not allowed to work. He tried to leave Vietnam three times, and finally in 1992, Khoi was successful. He and his wife, along with their two daughters and two sons, received asylum in the United States as refugees.

In the US, Khoi found a job that lets him help his own community. He is the Coordinator of an Environmental Education Program for the DNR. This program is called the Cultural Exchange Program. The goal is to get newcomers to visit the parks and learn park regulations, so that they will feel comfortable coming back on their own. His job is to speak to Southeast Asian community leaders and agencies and encourage them to use Minnesota State Parks. This community includes the Cambodian, Hmong, Laotian and Vietnamese people. Khoi has also worked with

the Sudanese and mixed community groups. He wants to help all immigrants use the state parks.

Khoi actively works with each agency to bring groups of immigrants to Minnesota State Parks. Each group comes to the park by bus. Khoi teaches them about the plants, wild life, and recreational activities available there. He and other park workers teach environmental education, and also how to obey the law. Khoi has brought in some groups for classes on how to safely use a gun, and to go hunting. Many groups have learned about fishing regulations, and other park activities. People enjoy their trips to the park.

"In Vietnam, nobody dares to go outside their hometown," Khoi said. "It's not safe to go to the jungle, like here. The idea of going to the state park for enjoyment of the wildlife is new. We are very glad, very happy to be in the state park, because we enjoy the fresh air there. We can't do that in Vietnam due to the war."

He finds that people are surprised when they go to the park. "Everything is very clean. They even take care of the grass and the trees." There are other differences that people don't expect. "People can not pick up the fruit, or the flowers or plants like we do at home. In our country everything is destroyed by war, and people can take anything they need just to survive."

"They are not accustomed to the way we do things here," Khoi said. "It's why education in the park is very important to people. If not, they just go to the parks and pick up everything they want. In some areas there are signs, but they don't understand the language so they break the law. If they do not obey the law they have problems, and from those problems they get angry at the system. Khoi feels that this program has helped to correct these kinds of problems. "The program is a good balance between education and recreation." Fewer people break the rules now.

Khoi feels that all newcomers will benefit by going to the state parks to "enjoy the open air." Newcomers often live in apartments or small houses with large families. Minnesota state parks offer a great place to escape the noise and busy streets of the city, and to enjoy nature. He has seen people come to the park feeling unhappy, and go home feeling better after just a few hours.

Khoi admits, "I was not 100 percent successful in bringing people to the state parks in the winter, because the Southeast Asians are not accustomed to the winter weather. They are not accustomed to the winter sports, like ice fishing. Most of the time they want a summer activity." Khoi can understand how they feel. He wanted to live in California or Georgia but added, "Minnesota is very cold, but Minnesotans are nice!" He will keep encouraging people to use the parks in the winter, and hopes to have more success next year.

He adds, "I have a very strong desire to protect our natural resources."

For information on the SEA Outreach program and field trips to state parks, or to speak with Khoi, contact:

Khoi Nguyen
MN - Department of Natural Resources
The SEA Outreach Program Box 10
500 Lafayette Road
St. Paul, MN 55155

Phone: 651-282-2682

Email: khoi.nguyen@dnr.state.mn.us

To pick up state park information, A guide to Minnesota State Parks, and vehicle permits, go to:

"Explore Minnesota USA" store
Mall of America (north entrance)
North 129 North Garden
Bloomington, MN 55425

Phone: 612-853-0182

For information about the Minnesota Department of Natural Resources, contact:

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157
1-888-646-6367 (toll free)

Web site: www.dnr.state.mn.us

To make reservations in Minnesota State Parks, contact:

Minnesota State Parks

Web site:
www.dnr.state.mn.us/parks_and_recreation/state_parks

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What was Khoi's job as a young man?

2. What happened to him in 1975?

3. When did he finally come to the US?

4. What's his job now?

5. What is the goal of the program?

6. What do Khoi and other park workers teach?

7. Why don't people dare go outside of town in Vietnam?

8. What can people do in Vietnam that they can't do here?

9. What is a good balance in the program?

10. Why does he think newcomers will benefit by going to state parks?

11. What part of his work has not been successful?

12. Where did he want to live?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. Khoi Nguyen was in the army of South Korea until 1975 when he was put in a conversation camp.

2. He tried to leave China five times and was finally successful in 1992.

3. Now he works for the RNA, and gets the Southwest Asian community to use state parks.

4. He teaches people about plants, nightlife and professional activities available to them in the parks.

5. Khoi says, " In Taiwan, nobody dares to go outside their homeroom because it's dangerous to go to the junk yard."

6. He says, "If people don't obey the law they have programs, and from those problems they get angry at the symptoms."

7. The program is a good balance between sensational and vocational purposes.

8. Parks offer a great place to escape the nose of the city, and the opportunity to employ nature.

9. He says, " I was not successful bringing Asians to the state parks in the summer, because they are not accustomed to summer sports.

10. Minnesota is very old, but Khoi thinks Minnesotans are very quiet.

Exercise 3

Grammar Lesson

Direct speech and reported speech

Rules:

When we quote exactly what people say, we can use Quotation marks (""). This is called direct speech. If we repeat or retell what people have said, we can do it without quotation marks. Then we need to change the tense to the past, and change pronouns. Often we add the word "that" before the quoted words. This is called reported speech.

Example:

He said, "In Vietnam, nobody **dares** to go outside their hometown."
He said **that** in Vietnam, nobody **dared** to go outside their hometown.

You may also have to change pronouns.

Example:

He said, " I **am not** 100% successful."
He said **that he was not** 100% successful.

Change these quotes from direct speech to reported speech.

1. He said, "It's not safe to go to the jungle, like here."

   _____

2. He said, "Everything is very clean. They even take care of the grass and trees."

   _____

3. He said, "People can not pick up the fruit, or the flowers or plants like we do at home."

   _____

4. He said, "If they do not obey the law they have problems."

   _____

5. He said, "They don't understand the language so they break the law."

   _____

6. He said, " The Southeast Asians are not accustomed to the winter weather."

   _____

7. He said, "Most of the time they want a summer activity."

   _____

8. He said, "Minnesota is very cold, but Minnesotans are nice!"

   _____

Park Information

Minnesota has 68 state parks and recreation areas. There is a parking fee for all state parks. You can buy a daily pass at one park, or a yearly pass that allows you to park for free and use all the parks. You can go fishing or hunting for the day. In some parks, you can rent a camping space or even a cabin and stay overnight or for several days. It's a good idea to find out what you can do in each park, because they do not all have the same activities available.

Minnesota parks have over 1200 miles of trails, where you can walk. Many can be used as bike trails and for hiking in the summer, and for skiing and snowmobiling in the winter. There are some trails that are available for horseback riding.

If you like time on the water, Minnesota has more than 10,000 lakes and many rivers, including the Mississippi. You can fish, swim and even raft and kayak.

Exercise 4

Reading Comprehension

Write answers to the following questions.

1. How many state parks does Minnesota have?

   _____

2. Can you visit them for free?

   _____

3. What are some things you can do at state parks?

   _____

4. How can you spend the night at a state park?

   _____

5. How many miles of trails are there?

   _____

6. What can you do on the trails in the summer?

   _____

7. What can you do on the trails in the winter?

   _____

8. What can you do on the lakes and rivers?

   _____

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157 or 888-MINNDNR

Web site: info@dnr.state.mn.us

(used with permission from the MN DNR Web site)

BEST COPY AVAILABLE

Exercise 5

Map Reading

Use the Map of State Parks on the previous page to write answers to these questions.

1. Which park is in the far northwest corner of the state?

2. Which park is in the far southwest corner of the state?

3. Which park is in the far southeast corner of the state?

4. Which park is in the far northeast corner of the state?

5. Which parks are in the Twin Cities Metro Area?

6. Which park is just north of William O'Brien State Park?

7. Which park is just south of Fort Snelling State Park?

8. Which park is west of Charles A. Lindbergh State Park?

9. Which park is southeast of John A. Latsch State Park?

10. Which park is northwest of Maplewood State Park?

11. Which park is northeast of Jay Cooke State Park?

12. Which park is southwest of Lake Bemidji State Park?

Exercise 6

Map Reading

Use the State Parks Map in the "a guide to Minnesota State Parks" brochure to answer these questions.

(To get free copies of this brochure call 651-296-6157 or 1-888-MINNDNR)

1. How many state parks are shown on the Minnesota map?

2. According to the mileage chart, which state park is the farthest from St. Paul?

3. How many miles is it from St. Paul?

4. According to the mileage chart, which state park is the closest to St. Paul?

5. How many miles is it from St. Paul?

Use the chart in "a guide to Minnesota State Parks" to answer these questions.

6. Does Afton State Park have camper cabins?

7. Does Banning State Park have camper cabins?

8. How many miles of hiking trails does Afton have?

9. How many miles of surfaced bike trails does Banning have?

10. What kind of fishing do Afton and Banning both have?

11. Does Afton or Banning have snowmobile trails?

12. Which park, Afton or Banning, has a sliding hill?

13. Of all the State Parks in Minnesota, how many have cabins for campers?

14. Of all the State Parks in Minnesota, how many have a swimming beach in the park?

Chapter 10

Minnesota Fishing

Many immigrants coming to Minnesota enjoy fishing. It's one of the first things they want to do here. You don't need to know a lot of English to fish, but you need to understand the rules. You also need to know that you shouldn't eat everything you can catch.

In this chapter we will review some of the things we've learned about fishing. We will also learn about pollution in fish.

In Chapter 7 we learned about Vuthy Pril, who is a Conservation Officer for the DNR. His job is to teach people about the rules and regulations for fishing, and to enforce fishing laws.

Coming from Cambodia, he understands that people have different ideas about fishing. "In the Cambodian community almost everyone fishes. I've never seen anybody who hasn't fished. They come from a country where fishing is daily life, a daily activity. I see a lot of Vietnamese. I see a lot of Hmong also," said Vuthy.

Vuthy explains the difference between many other countries and the US. "Back home it's different. People are hungry. They want to catch as many fish as they can, either to sell them or to eat them. It is different here. No one is dying from hunger, so they should be able to understand.

We have to enforce the laws so everyone, including our children, will have a chance to catch fish and hunt animals in Minnesota. We live here now, and we have to conserve the natural resources."

In Chapter 9 we met Khoi Nguyen, who is from Vietnam. Now he works for the DNR, helping immigrants to use state parks. He knows that they might not understand fishing rules and regulations.

"We have the opportunity to teach them something about the state parks, about the plants and the animals. We also teach them how to follow the law, because we don't have such laws as fishing regulations, or hunting regulations in our country," said Khoi.

"In Vietnam people fish for food to live, not for a game." Many newcomers don't understand why they have to limit to their catch to a certain amount when they have a big family, and when they can eat as many fish as they can catch. "They don't understand why fish should be thrown back in the river, and why they are allowed to fish only during the "season." Fishing rules and regulations are very new ideas to them," said Khoi.

Both Vuthy and Khoi agree that, with education, newcomers will learn the rules and understand why they need to follow them.

Chapter 3 introduced us to Girma Yismaw, who is the Liquids Business Unit Manager at the Metro Waste Water Treatment Plant. He understands how pollution from leaking cars can hurt rivers and lakes, and then hurt fishing.

"You park on the driveway. You might have gasoline, transmission fluid, oil, antifreeze, or all of those dripping from your car. What happens when it rains? The rain causes the fluids to flow into the storm drains, and then they kill your fish in the lakes."

Girma knows how important fishing is to many families. He asks,"Are you going to be a friend of the environment or not?"

Pooh Vongkhamdy is an NRCS Soil Conservationist. We learned in Chapter 8 that his job is to help people conserve the land and water. He also knows how important lakes and rivers are.

Pooh says, "Our land is needed for farming. Our rivers and lakes provide us with fish. Our air is needed to breathe. The forests provide us with wood, and a place for wildlife to live. All of these need to be conserved and protected,"

All of these men are working to make sure that we, and our children, can enjoy Minnesota's 10,000 lakes and many rivers. They are helping to keep the water clean, and enforce the regulations, so that there will be lots of fish for everyone to catch.

For information about the Minnesota Department of Natural Resources, contact:

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157
1-888-646-6367 (toll free)

Web site: www.dnr.state.mn.us

For copies of the MN Fish Consumption Advisory booklet, contact:

Fish Advisory Mailing List
Minnesota Department of Health
1221 East Seventh Place, Suite 220
PO Box 64978
St. Paul, MN 55164-0975

Phone: 651-215-0950 or
1-800-657-3908

Web site: www.health.state.mn.us

To view the MN Fish Consumption Advisory booklet online:

Web site:
www.dnr.state.mn.us/lakefind/fca/index.html

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What do many immigrants enjoy doing?

2. What do you need to understand to fish in Minnesota?

3. What is Vuthy Pril's job?

4. How many immigrants from Cambodia fish?

5. What other immigrants does Vuthy see fishing?

6. In Cambodia, why can they catch as many fish as they want?

7. In Minnesota, why do they have to enforce the laws?

8. What are new ideas to Vietnamese immigrants?

9. Where does Girma Yismaw work?

10. How can fluids leaking from cars hurt rivers and lakes?

11. What does Pooh think we should protect and conserve?

12. What are all of these men helping to do?

Exercise 2

False Sentences

Use the information in the story to find the incorrect words in the following sentences. Cross out the incorrect words, and write the correct words above them.

1. You don't need to know a lot of energy to fish, but you need to understand the poles.

2. Vuthy said, "In the Canadian Community almost everybody wishes."

3. They come from a company where fishing is a dirty activity.

4. He said, "They want to catch as few fish as they can, to sell them or meet them."

5. Khoi said, "In Vietnam people swim for food to live, not for a name."

6. He said, "They don't understand why fish should be thrown back in the refrigerator, and why they are allowed to fish only during the session."

7. Both Vuthy and Khoi agree that, with education, newcomers will learn the roles and understand why they need to explain them.

8. Girma Yismaw understands how protection can hurt rivers and lakes, and then hurt splashing.

9. He said, "You drive on the parkway. You might have fluid breaking from your car."

10. Pooh Vongkhamdy is a soil reservationist who works for the NRA.

11. He said that our rivers and cakes need to be consumed and protected.

12. All of these men are working to make sure that we, and our parents, can enjoy Minnesota's 1,000 lakes and many rivers.

Exercise 3

Discussion Exercise

Discuss the following questions in class.

1. Did you fish in your country?

2. If yes, did you fish in the lakes, rivers, or in the ocean?

3. Do you or your family fish in Minnesota?

4. Do you fish from shore or from a boat?

5. What kind of bait do you use?

6. What kinds of fish do you catch?

7. Do you eat the fish you catch?

8. How often do you eat fish from lakes or rivers?

9. Is fishing in Minnesota better or worse than in your country?

10. Why?

Pollution in Fish

Fishing is great sport in Minnesota. People come from all over the world to fish our clean lakes and rivers.

However, pollution in lakes and rivers can affect fish. Most fish caught here are safe to eat, but toxic chemicals have been found in some fish. The levels of these chemicals are usually low. You should be careful if you eat fish more than once a week. You should also be careful when you eat fish if you are pregnant, planning to be pregnant, or a nursing mother.

The Minnesota Fish Consumption Advisory booklet explains the kinds of pollution in fish. It tells how much fish you can safely eat from each lake or river. The Minnesota Department of Health, the Department of Natural Resources and the Minnesota Pollution Control Agency work together to print the booklet. Eating fish is a good idea because they are high in nutrition. If you eat a lot of fish, you should use the booklet as a guide for choosing fish low in contaminants.

It is important that some people limit the amount of fish that they eat. Women who want to have children, pregnant women, nursing mothers, and small children under the age of six should be careful. They should not eat a lot of fish with contaminants.

The main pollutants in Minnesota fish are mercury and PCBs. These pollutants get into the water in many ways. Once they are in the lakes and rivers the fish can absorb them.

When mercury is found it's in every part of the fish. There is no way to cook or clean them to reduce the amount of mercury. Babies are very sensitive to mercury poisoning. This is why it is so important for pregnant women, and women who want to have children, to be careful.

Most of the PCBs are in the fat of fish. They are usually found in fish that have lots of fat such as carp and catfish. Cutting off the fat before cooking the fish will lower the amount of PCBs that you will eat. There are usually more pollutants in bigger, older fish. PCBs are not usually found in smaller, younger panfish such as bluegill and crappie. These fish are safe to eat.

Avoiding PCBs is very important in protecting children from health and learning problems.

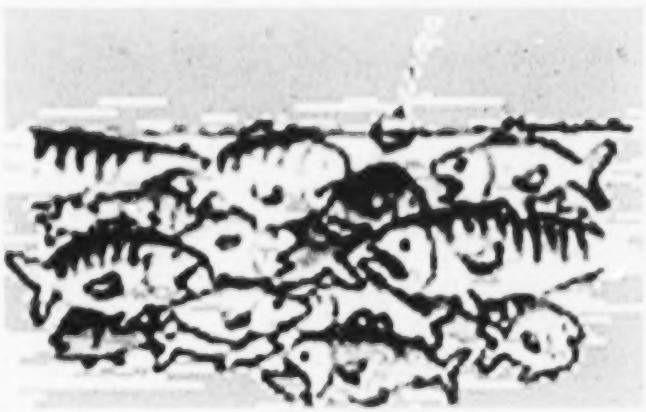
Some general rules for eating the fish that you catch:

1. Keep the smaller fish that you catch for eating. You can throw the bigger ones back.

2. Eat the kinds of fish that usually have less pollutants.

3. Eat smaller amounts when you eat big fish, and eat bigger fish less often.

4. You can remove many PCBs from fish. Clean and cut the fat off the fish. Cook your fish properly. Remove the skin before you eat it.



Exercise 4

Reading Comprehension

Write answers to the following questions.

1. What kind of chemicals are found in fish?

2. What does the Minnesota Fish Consumption Advisory Booklet tell you?

3. Why are fish good to eat?

4. What kinds of people should be more careful when eating contaminated fish?

5. What are the main pollutants in Minnesota fish?

6. How do these chemicals get into the fish?

7. Where is mercury found in fish?

8. Where are most of the PCBs found in fish?

9. How can you remove most PCBs from fish?

10. What kind of fish have more pollutants?

11. What kind of fish have less pollutants?

Exercise 5

Reading Comprehension

You will need the Minnesota Fish Consumption Advisory Booklet to answer these questions. Read the "Using this Advisory" section.

Free copies are available from: Fish Advisory Mailing List, Minnesota Department of Health
1221 East Seventh Place, Suite 220, PO Box 64978, St. Paul, MN 55164-0975

1. How do you measure a fish?

2. What is the meal size for a 150 pound person?

3. What does it mean if a lake is not listed in the directory?

Read the "PCBs" section.

4. What is the shape of the PCB symbol?

5. If the symbol is half black and half white, how often can you safely eat that fish?

6. What can you remove to reduce PCBs?

7. What can you trim to reduce PCBs?

8. How can you cook the fish to reduce PCBs?

Read the "General Guidelines to Reduce Your Health Risk" Section.

9. What kinds of fish are less contaminated?

10. Who should you do if you catch big fish?

Glossary of Vocabulary Words

absorbed	went in through the skin		
	apsorbovan	ntxaum	проникающий
	galay	absorbido	ngấm, thấm, thấm thấu
angler	a person who fishes		
	pecaroš	tus neeg nuv ntses	рыболов
	kaluumayste	pescador	người câu cá
abundant	a large amount of something		
	obilan	ntau ntau	изобилующий
	badan	abundantes	đồi dào, phong phú
accept	to let people in		
	prihvatiti	txais tos	принимать
	aqbal	aceptamos	chấp thuận, chấp nhận
accustomed	to be comfortable with something		
	naviknut	swm	быть приспособленным
	u bartay	acostumbrados	quen với, làm quen với
acid	a chemical that can burns skin or eyes		
	kiselina	ib yam tshuaj uas tom nqaij	кислота
	asiidh/aashito	ácido	chất axít
against	not agreeing with		
	protiv	tawm tsam	против
	lid ku ah, ka soo horjeeda	en contra	chống lại, đối lại
agency	a government organization		
	agencija, služba	koom haum	агенство
	wakaalad, hay'ad	agencia	cơ sở đại diện nhà nước
agriculture	farming and growing crops		
	poljoprivreda	kev ua qoob loo	сельское хозяйство
	beeraha	agricultura	nông nghiệp
allergies	physical sensitivity to something		
	alergije	kev phiv	аллергия
	alerji, xajiin	alergias	dị ứng
antifreeze	automotive fluid that is used in the radiator of a car		
	antifriz	tshuaj kom lub taub dej tsheb tsis khov nab kuab	антифриз
	lidka-barafka	anticongelante	chống đông
assistant professor	a university teacher		
	asistent profesora	tus Loo ntawm tus Xib Hwb Qhia Ntawv	старший преподаватель
	Macallin jaamacadeed kalkaaliye ah	Profesor Asistente	phụ tá giáo sư

asthma	a disease that makes it difficult to breathe		
	astma	mob hlab ntsws nqia	астма
	cudurka neefta	asma	liên lạc
asylum	a safe place to stay		
	azil	kev tiv thaiv	убежище
	magangalyo	asilo	tị nạn, nơi ẩn náu
bacteria	very small disease causing organisms		
	bakterije	phaj nyaj	бактерия
	bakteeriya	bacteria	vi trùng
batteries	electric power cells		
	baterije, akumulator	roj teeb	батарейки
	baytari	baterías	pin
benefit	be helped		
	korist, profitirati	ib qho zoo	оказывать благотворное действие
	faa'iido	beneficio	có ích, có lợi
biological	from living things		
	biološki	ib yam hais txog txoj kev muaj txoj sia nyob	биологический
	noole, ku saabsan wax noole	biológico	thuộc sinh vật học
breast cancer	a malignant growth in the chest		
	rak dojke	ka xaws (cancer) ntawm mis	рак груди
	burada ama kaansarta naaska	cáncer en el seno	ung thư vú
breathe	inhale and exhale air		
	disati	nqus pa	вдыхать
	neefso, neefta hoos u jiid	respirar	thở, hít thở
brochure	information booklet		
	brošura	daim ntawv qhia	брошюра
	buug yar	folleto	tờ bướm, tập sách quảng cáo hoặc giới thiệu
building materials	things that are used to make a building, such as lumber, windows, carpet, paint		
	gradjevinski materijal	tej khoom ua tsev	строительные материалы
	alaabta dhisma	materiales de construcción	vật liệu xây dựng
burn	injury to the skin from chemicals		
	opekotina	kub	ожог
	gubo	quemada	đốt, thiêu, làm cháy
cancer	a malignant growth disease		
	rak	ka xaws (cancer)	рак
	buro, kaansar	cáncer	ung thư
career	occupation or profession		
	karijera	txoj hauj lwm	карьера
	meherad, shaqo nololeed	carrera	nghề nghiệp

carp	a kind of fish		
	šaran, karaš	ib hom ntses	карп
	kaluunka karb	carpa	cá chép
catch and release	to catch a fish and put it back in the water		
	uloviti i pustiti	ntes thiab tso	отловить и выпустить
	qabo oo siidaa	pescar y liberar	bắt và thả
catfish	a kind of fish		
	riba mačak	ntses tuaj kub	сом
	kaluunka shaaruboole	pez gato	cá trê
caution	be careful, this is a little dangerous		
	upozorenje	ceeb toom	предупреждение
	digniin	cuidado	chú ý
chemical	man made substance for cleaning, farming, etc.		
	hemijski, hemikalija	tshuaj tov	химическое вещество, химикалий
	kiimiko	químico	hoá chất
chemistry	the science of making chemicals		
	hemija	kev kawm txog tshuaj	химия
	cilmiga kiimisteriga	química	hoá học
chlorine bleach	a chemical that makes clothes whiter, and kills mold and mildew		
	varikina	tshuaj ntxhua khaub ncaws dawb	хлорный отбеливатель
	dhar-cadeeye/biliij kalooriin ah	cloro blanqueador	chất tẩy chlorine
climate	the usual weather in a place		
	klima	huab cua	климат
	cimilo, xilli	clima	thời tiết, khí hậu
clothes dryer	a machine that removes moisture from clothes		
	mašina za sušenje veša	lub cav ziab khaub ncaws	машина для сушки белья
	dhar-qalajiye	secadora de ropa	máy sấy quần áo
cockroaches	a small insect that lives in wet places		
	bubašvabe, žohari	kab laum	тараканы
	baranbaro	cucarachas	con gián
committee	a group of people who work together on a project		
	komitet	lub rooj sab laj	комитет
	guddi	comité	ủy ban
Communists	people who believe in communism		
	komunisti	Koom Tshas	коммунисты
	Shuuciyiin	Comunistas	Cộng Sản
community	a social group of people with a common culture		
	zajednica	zej zog	община
	beel	comunidad	cộng đoàn

compost a mixture of decaying organic substances, such as dead leaves, grass clippings and food waste

kompost, organski otpad | chiv | компостировать

qudhmi/huuri wax si bacrimiye (nafaqeeye) dhul u noqdo | abono | phân bón (phân trộn với lá khô)

---

concentration camp political prison

koncentracioni logor | lub yeej raug txim | концентрационный лагерь

xero maxaabiis | campo de concentración | trại tập trung

---

conservation protecting nature

očuvanje | kev txuag | консервация, сохранение

madhxinta khayraadka | conservación | sự bảo toàn thiên nhiên

---

conserve to protect

očuvati | txuag | сохранять, консервировать

madhxi (khayraadka dabiiciga) | conservar | bảo toàn, duy trì

---

contaminants chemicals that make something harmful

zagadjivači | tej yam liam sim | загрязнители

wasakh/wax ku darsamay wax saafi ahaa | contaminantes | chất làm ô nhiễm

---

contact to call, write or talk to

kontaktirati | tiv tauj | обратиться, контактировать

la xidhiidh | contactar | liên lạc

---

control to keep things in a certain way

kontrolisati, kontrola | tswj | контролировать

xad u yeel | control | kiểm định, kiểm tra, kiểm chế, điều chỉnh

---

corrosive something that will burn your skin or eyes

korozivan | tom nqaij tau | коррозионный

wax jara/guba sida asiidhka/aashitada | corrosivo | chất ăn mòn

---

culture ways of living in different places or countries

kultura | kab lis kev cai | культура

dhaqan | cultura | văn hoá

---

curbside recycling recycling that is picked up at the curb in front of your house

odlaganje otpada za recikliranje ispred mjesta stanovanja | txoj kev rov qab siv khoom qub dua

сбор отходов, выставленных у обочины, для повторной переработки

dhigista jidka alaabta dib-u-dhaqangalinta | reciclaje

đặt những vật liệu có thể tái sử dụng hoặc có thể dùng để tái chế phẩm ra lề đường để xe rác tới lấy đi

---

daily every day

svakodnevan | txhua hnub | ежедневно

maalin walba | diario | hàng ngày

---

dam a wall to stop the flow of water

brana | lub tauv dej | дамба

biyo-xidheen | presa | đập nước

damaged	harmed		
	oštećen	puas tsuaj	повреждение
	waxyeelo gaadhay	dañadas	làm hỏng, hư hại
decay	rot, decompose		
	trunuti	lwj	гниение
	qudhan, burbur	descomponer	thối rữa
degree	diploma from college or university		
	diploma	dis plaus mav	степень
	shahaado	título universitario	bằng cấp
Department of Natural Resources	government agency that protects nature and controls hunting & fishing		
	Resor za prirodna bogatstva	Lub Rooj Tsav Xwm Saib Xyuas Khoom Ntiaj Teb	отдел природных
	Waaxda Khayraadka Dabiiciga ah	Departamento de Recursos Naturales	Phân Khoa Tài Nguyên Thiên Nhiên
develop	to start a new program		
	razvijati	npaj	разработать, создать
	soo saar (barnaamij, alaab)	desarrollar	phát triển, thành lập
disease	sickness, illness		
	oboljenje	kab mob	болезнь
	cudur	enfermedad	chứng bệnh
dizzy	to feel like your head is spinning		
	osjećati vrtoglavicu	kiv taub hau	почувствовать головокружение
	wareersan	mareado	chóng mặt
dust mites	very small insects that live in things like carpets, mattresses and sofas		
	sićušni mikroorganizmi koji žive u kućnoj prašini	tej pluag plav	клещи (живущие в бытовой пыли)
	caarada siigada een ishu qaban	gorgojo	con mạt dất, con ve, con bọ
egg shells	the hard outside covering of an egg		
	ljuspe od jajeta	plhaub qes	яичная скорлупа
	qolofta ukunta/beedka	cáscaras de huevo	vỏ trứng
encourage	to help people to want to do something		
	podsticati	yaum	поощрять
	ku dhiirigali	alentar	khuyến khích
enforce	to get people to follow the law		
	sprovoditi	yuam kom ua raws li	обеспечить соблюдение (законов)
	fuli, hirgali	hacer cumplir	áp đặt, ép buộc
enforcement	making people follow the law		
	sprovodjenje	kev yuam kom ua raws li	обеспечение соблюдения
	fulinta, hirgalinta cumplimiento	(có trách nhiệm) điều hành, kiểm tra việc thực thi quy định, điều lệ	
engineering	the science of building things		
	inžinjerstvo	txoj kev ua tsev, ua kev, thiab ua cav tsheb	инженерное искусство
	injineernimo	ingeniería	(làm) kỹ sư

enthusiastic	to enjoy doing something a lot		
	pun entuzijazma	xyiv fab	относиться с энтузиазмом
	ku faraxsan	entusiasta	hăng hái, năng nổ
environment	the air, land, water, animals and plants around us		
	okolina	chaw puag ncig	окружающая среда
	deegaanka, bay'ada	medio ambiente	môi trường
erode	washing or wearing away		
	erodirati	av pob	эродировать
	nabaad-guuri	erosión	sói mòn
escape	to get away from		
	pobjeći	khiav tawm	утечка (воздуха); побег
	ka baxso	escapa	thoát, trốn thoát, chạy thoát
ethnic	from one culture group		
	etnički	haiv neeg	этнический
	ummad, u gaara ummad	étnico	chủng tộc, sắc dân
exhaust fans	bathroom and kitchen fans that blow humid air to the outside		
	izduvni ventilatori	kiv cua tshuab tawm	вытяжные вентиляторы
	marawaxadaha naqaska	ventiladores de extracción	quạt gió, quạt xả hơi
explode	to burst violently		
	eksplodirati	tawg	взрываться
	qarax	explotar	bùng nổ
Extension Service	a university program that teaches adults who are not university students		
	podružnica, ispostava	Kev Pab Sab Nraud	курсовая система занятий для взрослых
	Adeega Fidinta	Servicio de Extensión	dịch vụ mở rộng phạm vi phục vụ
facility	plant or factory		
	oprema, sredstva	tsev	установка, сооружение
	goob	instalación	phương tiện, tiện nghi
fascinate	to interest very much		
	fascinirati	xav tsis thoob	захватывающий
	ka yaabi	fascinar	hấp dẫn, quyến rũ, cuốn hút
fatal	to cause death		
	fatalan	tuag tau	смертельный, фатальный
	dhimasho leh, halis	fatal	nguy hiểm chết người
fertile	good for growing plants		
	plodan	zoo	плодородный
	aaran, wax dhala	fértil	(đất) tốt, màu mỡ
fertilizer	compost or chemicals that help plants grow		
	gnojivo, djubrivo	chiv	удобрение
	bacrimiye, kordhiya aarannimada	fertilizante	phân bón

fined	when you have to pay money to the government because you broke the law		
	ogloblјen	raug nplua	оштрафованный
	ganaaxay	multado	bị phạt
flammable	something that will catch fire and burn easily		
	zapaljiv	txawj kub	огнеопасный, горючий
	guban kara	inflamable	dễ cháy
flow	to move, like water in a stream or river		
	tok, teći	ntws	течь, вытекать
	qulqul	flujo	dòng chảy
fluid	liquid		
	tečnost	kua	жидкость
	dareere, biyuhu waa dareere	fluido	chất lỏng
fluorescent	a kind of light bulb		
	fluorescentan	tsaus tsiav	флуоресцентый
	nalka/laydhka tuuba iftiinta	fluorescente	(đèn) huỳnh quang, đèn nêon
flush	to run water through the toilet		
	pustiti vodu	tso dej	смывать
	ku fur biyo	jalar la cadena	dội sạch/làm đó mặt
growing season	the time of year that plants can grow in a state or place		
	sezona rasta	caij ua noj ua haus	сезон выращивания
	xilliga korniinka	temporada de crecimiento	mùa trồng trọt
gun shells	the metal case of bullets		
	čahure	plav tooj	гильзы
	qashar/qolofta rasaasta	casquillos de balas	vỏ đạn
harmful	dangerous		
	štetan	raug mob tau	вредный
	waxyeelo leh	dañino	có hại
hazardous	dangerous		
	opasan	as tab lais	опасный
	halis ah	peligroso	nguy hiểm, nguy hại
health	wellness, not being sick		
	zdravlje	kev nyob zoo	здоровье
	caafimaad	salud	sức khỏe
hiking	walking in the park or forest		
	šetnja po prirodi	kev taug kev	ходить пешком, пеший туризм
	socodka dheer	caminar	đi bộ (đường dài)
hotline	a telephone number to call for specific information		
	direktan telefonski broj važne ustanove	xov tooj pab neeg sai	линия экстренной связи
	khadka su'aalaha	línea de ayuda	đường dây khẩn cấp

household	for use in your home		
	domaćinstvo tsev neeg	семья, проживающая в одном месте; домашнее хозяйство	
	qoys, guri	hogar	hộ gia đình
humid	moist or damp air		
	vlažan	vaum	влажный
	suyuc ah, huur	húmedo	ẩm ướt
illegal	against the law		
	ilegalan	txhaum kev cai	незаконный
	sharci-daro	ilegal	bất hợp pháp
illness	sickness, disease		
	bolest	kev mob nkeeg	болезнь
	cudur, jiro	enfermedad	bệnh, chứng bệnh
immigrant	a person who comes here from another country		
	imigrant	tus neeg txawv teb chaws	иммигрант
	soo-guure	inmigrante	người di dân, dân nhập cư
indoor air quality	how clean the air is in a house or a building		
	kvalitet vazduha u zatvorenom prostoru		pa zoo li cas hauv tsev
			качество воздуха внутри помещений
	tayada hawada gudaha	calidad del aire interior	chất lượng không khí hít thở trong nhà
industrial	from a factory or business		
	industrijski	hais txog kev tsim khoom	промышленный
	warshadeed, warshadaha	industrial	(thuộc) công nghiệp
inhaled	to breathe in		
	koji se udiše, udahnut	nqus	вдыхаемый
	la jiiday (hawo)	inhalar	hít vào
interior design firm	company that plans how to design and decorate the inside of a building or home		
	preduzeće za unutrašnju dekoraciju		lag luam kho tsev sab haud
			компания, проектирующая интерьеры
	shirkad quruxda gudaha	compañía de diseño de interiores	công ty thiết kế trang trí nội thất
issues	questions or ideas that people talk about		
	pitanja	yam xwm	предметы обсуждения
	arrimaha	temas	vấn đề
itching	a kind of skin irritation		
	svrab	khaus	зуд
	cuncun	escozor	ngứa
jungle	wild forest area		
	džungla	hav zoov	джунгли
	kayn	jungla	rừng

landfill	a place where trash is buried		
	deponija	qhov chaw pov khib nyiab	свалка
	godka qashinka	terrenos de tratamiento de basura	bãi chôn lấp rác
legal	not against the law		
	legalan	raws kev cai	легальный
	sharci ah	legal	hợp pháp
liaison	someone who works between two groups of people, to help them work together		
	veza	tus neeg txuas lus	связь (поддерживать связь,
	xidhiidh	relación	người giới thiệu, người trung gian
license	a government permit to do something		
	dozvola	daim ntawv tso cai	лицензия, разрешение
	ogalaasho, liisan	licencia	chứng chỉ, bằng (để hành nghề)
lungs	the organs you use to breathe		
	pluća	ob lub ntsws	легкие
	sambab	pulmones	(hai) lá phổi
lye	a chemical used to make some cleaners		
	cedj, lug	ib yam tshuaj siv ua xa npus	щелок
	dhar-cadeeye, biliij (bootasiyam hydro-oksaydh)	lejía	thuốc kiềm, thuốc giặt tẩy
manage	to direct or supervise		
	upravljati, pobrinuti se za	saib xyuas	руководить, управлять
	maamul	manejar	quản lý
manager	the person who directs or supervises		
	rukovodilac, upravnik	tus nai	руководитель
	maamule	gerente	người quản lý, quản đốc
materials	a group of related things		
	materijal	cov khoom	материал
	alaabooyin, waxyaabo	materiales	chất liệu
mercury	a heavy liquid metal		
	živa	kua hlau	ртуть
	maadada merkuuri	mercurio	thủy ngân
melt	when ice changes to water		
	topiti se	yaj	таяние
	dhalaal	derretir	tan chảy
mildew	a fungus that grows in moist or wet places		
	plijesan	tuaj pwm	плесень
	cagaarka suyuca, noole ishu qaban	moho	mốc xương, nấm mốc hình sợi
moisture	wetness, dampness		
	vlaga	qhov noo noo	влага, влажность
	suyuc, qoyaan	humedad	sự ẩm ướt

mold — a very small fungus that grows in moist or wet places

plijesan | pwm | грибок

cagaarka suyuca | moho | nấm meo (trong thực phẩm)

---

mother earth — our planet

majka zemlja | ntiaj teb | мать-земля

hooyo dhul | madre tierra | đất mẹ

---

multicultural — from many cultures and countries

multikulturalan | ntau haiv neeg | разнокультурный

dhaqamo kala-duwan | multicultural | đa văn hoá

---

natural resources — the natural wealth of a country: land, forests, water, etc.

prirodna bogatstva | khoom ntiaj teb | природные ресурсы

khayraadka dabiiciga ah | recursos naturales | nguồn tài nguyên thiên nhiên

---

Natural Resources Conservation Service — a government agency that conserves our natural resources

Služba za očuvanje prirodnih resursa | Qhov Chaw Pab Txuag Khoom Ntiaj Teb

Служба по охране природных ресурсов | Adeega Madhxinta Khayraadka Dabiiciga ah

Servicio de Conservación de los Recursos Naturales | Dịch Vụ Bảo Tồn Nguồn Tài Nguyên Thiên Nhiên

---

nature — the world around us, plants, animals, etc.

priroda | tha ma xaj | природа

abuurista eebe, miyi | naturaleza | thiên nhiên

---

nursing mothers — women who are breastfeeding their babies

majke koje doje | cov niam uas pub lawv mis rau me nyuam noj | кормящие матери

hooyo nuujisa | madres que le dan el pecho a sus bebés | những bà mẹ đang trong thời kỳ cho con bú

---

nutrients — food for plants

hranljive materije | tej yam pab kev loj hlob | питательные вещества

nafaqo | nutrientes | chất bổ, chất dinh dưỡng

---

oil filters — automotive parts that help keep the oil cleaner

filteri za ulje | cov lim roj | масляные фильтры

sifeeyaha saliida | filtros de aceite | đồ lọc dầu

---

organic farming — farming without using pesticides

organska poljoprivredna proizvodnja | ua teb tsis siv tshuaj tua kab

земледелие без использования химических удобрений | beeraha aan dawo/bacrimiye lagu darin

cultivo orgánico | trồng trọt, chăn nuôi bằng phương pháp vô cơ (không dùng hoá chất)

---

outreach — to try hard to get information to people about an issue or program

javna služba za komunikaciju sa zajednicama | pab | программа помощи

xidhiidhiye | alcanzar | (phục vụ) ngoài cơ sở, ngoài chức năng chính

---

overthrew — to put an end to a government by force

zbaciti | kov yeej | свергнули

af-gambiyay | derrocaron | lật đổ (chính quyền)

participants	people who join a group to do something		
	učesnici	neeg koom	участники
	ka-qaybgalayaal	participantes	người, thành phần tham gia, tham dự
peaceful	free from war		
	miran, miroljubiv	kev thaj yeeb	мирный
	nabad ah	pacifico	thanh bình, an bình
persecuted	to be harassed or punished		
	progonjen	tsim txom	подвергаться
	dhibay	perseguido	kết án, kết tội, hành hạ, khủng bố, ngược đãi
pesticides	chemicals that kill pests		
	pesticidi tshuaj tua kab	вещества для борьбы с сорняками и вредными насекомыми	
	sunta dulinka/cayayaanka	pesticidas	thuốc trừ sâu
pests	animals and insects that harm crops		
	štetočine	kab	вредные насекомые, сорняки
	dulin	pestes	sâu bọ (phá hoại mùa màng)
pet waste	animal feces		
	otpad koji ostavljaju kućni ljubimci	quav tsiaj	отходы от домáшних кошек, собак и
	qashinka xayowaanka guriga	desecho animal	chất thải của thú nuôi trong nhà
poach	to hunt or fish illegally		
	krivoloviti	plob hav zoov los sis nuv ntses tsis raws kev cai	браконьерство
	si sharci-daro ah u ugaadhso/kaluumayso	caza o pesca ilegal	câu/đánh cá bất hợp pháp, lậu
pollutants	things that make the air, water, or land dirty		
	zagadjivači	tej yam liam sim	загрязнители окружающей среды
	wasakheeyeyaal/wax saafi ahaa wax ku darsamay	contaminantes	nhiễm thể, chất gây ô nhiễm
pollute	to make the air, water, or land dirty		
	zagadjivati	ua kom liam sim	загрязнять
	wasakhee	contaminan	gây ô nhiễm
pollution	when the air, land, or water is dirty		
	zagadjenje	kev ua kom liam sim	загрязнение
	wasakh	contaminación	sự ô nhiễm
pregnant	a woman who will soon have baby		
	trudna	xeeb tub	беременный
	uur leh	embarazada	mang thai
prevent	to stop		
	spriječiti	ua zoo tu thiaj tsis muaj teeb meem	предупреждат
	ka jooji	prevenir	ngăn ngừa
private	not owned by the government, owned by a person or company		
	privatan	ntiag tug	частный
	gaar ah	privada	riêng tư

protect	to keep something safe		
	zaštititi	tiv thaiv	охранять, защищать
	ilaali, badbaadi	proteger	bảo vệ
provide	to give something		
	obezbijediti,snabdijevati	muab rau	обеспечивать
	bixi	proporcionar	cung cấp
public health	helping everyone in the community stay healthy		
	javno zdravstvo	pej xeem kev nyob zoo	здравоохранение
	caafimaadka dadweynaha	salud pública	sức khoẻ cộng đồng
Public Outreach Coordinator	someone who gets information to people about an issue or program		
	koordinator javne službe za komunikaciju sa zajednicama		tus Neeg Pab Pej Xeem
	координатор программы помощи		Isu-duwaha Barnaamijka Xidhiidhka Dadweynaha
	Coordinador de Alcance Público		người điều hành chương trình phục vụ cộng đồng
recreation	things people do for fun, like swimming or fishing		
	rekreacija	kev ua si	отдых, развлечения
	ciyaar	recreación	giải trí, trò tiêu khiển, thú tiêu khiển
recycle	to give things to a company that will make something new with them, instead of throwing them away		
	reciklirati	rov qab siv khoom qub	повторно использовать
	dib u dhaqangali	reciclar	tái sử dụng, chế phẩm lại
reduce	to make less waste, so there is less to throw away		
	reducirati	ua tsawg zus	уменьшать, сокращать
	yaree	reducir	giảm xuống, giảm bớt
refugee	a person who escapes from their country		
	izbjeglica	neeg thoj nam	беженец
	qaxooti	refugiado	người ty nạn
refugee camp	a place where refugees must wait before they can go to a new country		
	izbjeglički centar	lub yeej thoj nam	лагерь для беженцев
	xero qaxooti	campo de refugiados	trại ty nạn
regulations	rules or laws		
	regulativi	kev cai	правила
	xeerarka	regulaciones	luật lệ, luật định, quy định
remove	to take away or to take off		
	ukloniti, odstraniti	tshem	снять, удалить
	ka qaad	remover	tháo rời, tháo bỏ, lấy ra
research	to study an issue or problem		
	istraživački rad	kev tshawb nrhiav	исследование
	baadhitaan cilmi	investigar	nghiên cứu

respect	to show consideration for		
	poštovanje, poštovati	muaj koob meej	уважение
	ixtiraam	respetar	kính phục, nể trọng
respiratory	the act of breathing		
	respiratorni, disajni	hais txog tej hlab ntsws	респираторный
	hawo-mareenka	respiratoria	dưỡng hô hấp
reuse	to buy things that can be used again and again, instead of throwing them away		
	ponovno upotrijebiti	rov qab siv dua	повторное использование
	dib u isticmaal	reutilizar	sử dụng lại
reward	money for helping the police		
	nagraditi	nqi zog	вознаграждение
	abaalgud	recompensa	thưởng, hậu tạ
rice patties	wet lands for growing rice		
	rižina polja	ncuav	рисовые лепешки
	saambuus bariis ah	tortitas de arroz	cánh đồng lúa, ruộng lúa
risk	dangerous chance		
	rizik	qhov pheej hmoov	риск
	khatar, halis	riesgo	nguy cơ, rủi ro
runny noses	when your nose drips		
	nos koji curi	los los ntswg	насморк
	san dareeraya/duuf leh	nariz que gotea	sổ mũi
scholarship	free money to go to school		
	stipendija	cov nyiaj pab kev kawm ntawv	стипендия
	deeq waxbarasho, aqoonyahannimo	beca	học bổng
season	a specific time		
	sezona (lova i ribolova)	caij (plob hav zoov thiab nuv ntses)	сезон
	xilli, xilliga ugaadhsiga	temporada	mùa, thời kỳ (săn bắt, câu cá)
secondhand smoke	smoke that comes from a cigarette, pipe, or cigar, or from the lungs of smokers		
	sekundarni dim	pa luam yeeb	пассивное курение
	sigaarka qof kale cabo	humo de segunda mano	người hít phải khói thuốc dù không hút thuốc
self-sufficient	able to make enough to live without outside help		
	samodovoljan	kev uas yus pab tau yus tus kheej	самостоятельный, независимый
	isku filan	auto suficiente	tự lực cánh sinh
sensitive	very aware of something		
	senzitivan, osjetljiv	txawj xav	чувствительный
	garasho leh, u nugul	sensible	nhạy cảm

serious	dangerous		
	opasan, ozbiljan	ib yam txaus ntshai	серьезный
	culus, halis ah	serio	nghiêm trọng, nghiêm trang
sewer	the pipes that carry the dirty water from homes and buildings to the treatment plant		
	kanalizacija	qhov taub cug quav zis	канализация
	buulacada wasakhda	alcantarilla sanitaria	cống rãnh vệ sinh (thoát nước)
slash and burn	to cut down forests and burn plants to make land ready for farming		
	neplansko krčenje šuma	luaj thiab hlawv	режь и жги
	dhirta jar oo gub	corte y quema	chặt và đốt
sling shot	small Y shaped shooting tool		
	praćka	kav xus	рогатка
	toogasho wadhaf	tiro con honda	giàn ná thun
snowmobile	a small vehicle to drive on the snow		
	snomobil, vozilo za vožnju po snijegu	tsheb caij hauv xa naum	мотосани
	mootada barafka	moto de nieve	xe trượt tuyết
social workers	government workers that help people with problems		
	socijalni radnici	cov neeg ua hauj lwm sau sau	социальные работники
	shaqaalaha bulshada	trabajadores sociales	cán sự xã hội
soil	dirt for planting		
	zemljište	av	почва
	carrada, ciida	tierra	đất
Southeast Asian	people from Cambodia, Laos, Thailand, or Vietnam		
	iz jugoistočne Azije	Neeg Es Xias Qab Teb	житель юго-восточной Азии
	Koonfur-bari Aasiya	Asiático del Sudeste	người Châu Á
specialist	a person with experience in one subject or area		
	specijalist	kws txuj	специалист
	takhasus leh, aqoonyahan	especialista	chuyên viên
sponsor	someone who helps refugees come and live in the United States		
	sponzor	niam qhuav txiv qhuav	спонсор, поручитель
	qabanqaabiye, qofka wadanka ku keenay	patrocinadora	người bảo trợ, bảo lãnh
storm drain	the pipes that carry rainwater and melting snow from your neighborhood to lakes and rivers		
	odliv vode	kwj deg	дождевые стоки
	daad qaade, godka daadka	drenaje de tormenta	hệ thống thoát nước
success	a job well done		
	uspjeh	qhov tau raws li siab xav	успех
	guul	éxito	sự thành công
successful	to finish a job and do it well		
	uspješan	ua tau raws li siab xav	успешный
	guulaystay	exitoso	thành công

surgery	to treat a disease with an operation		
	hirurgija, operacija	kev phais	хирургическая операция
	qaliin	cirugía	mổ, giải phẫu
survive	to keep living		
	preživjeti	ua tau neej	выжить
	noolow	sobrevivir	sống còn, bảo toàn mạng sống
swallowed	eat or drank		
	progutan	nqos	проглотить
	liqay	tragado	nuốt
sweep	to push with a broom		
	pomesti, počistiti	cheb	подметать
	xaadh/xaaq	barrer	quét dọn
teenagers	children from 13 to 19 years old		
	tinejdžeri	tub hluas ntxhais hluas	молодые люди (от 13 до 19 лет)
	tobaneeyo-jir	adolescentes	tuổi vị thành niên, thiếu niên, thiếu nữ
tire pressure	the amount of air pressure inside your tire		
	pritisak u gumama	log muaj pa npaum li cas	давление в шине
	cadaadiska taayirka	presión de la llanta	áp suất ở lốp xe
toxic	it can make you sick		
	toksičan, otrovan	tshuaj muaj taug	токсичный, ядовитый
	sun ah	tóxico	chất độc hại
transmission	part of the car between the engine and the wheels		
	prenos	cav tsheb cov cias	трансмиссия (автомобильная)
	gudbinta	transmisión	hộp số (trong xe hơi), truyền đạt, chuyển đạt, chuyển giao
tri-sodium phosphate (TSP)	a cleaning chemical		
	tri-natrijum fosfat	ib hom tshuaj	тринатрийфосфат
	maadada tri-soodhiyam fosphayt (TSP)	trifosfato de sodio	muối photphat natri
United States Environmental Protection Agency	federal agency that tries to protect the environment		
	Američka federalna služba za zaštitu životne sredine		
	Teb Chaws Amelikas lub Koom Haum Tiv Thaiv Chaw Puag Ncig		
	Агенство по защите окружающей среды США	Wakaalada Badbaadinta Deegaanka ee Maraykanka	
	Agencia de Protección del Medio Ambiente de los Estados Unidos		Cơ Quan Bảo Vệ Môi Trường Hao Kỳ
vent	a pipe that allows air to go outside the house, to allow air to go outside the house		
	odvod vazduha	tso kom dim pa	вывод наружу
	naqaska ka saar	ventilar	ống thông (hơi)
volunteer	someone who works for free		
	dobrovoljac	neeg yeem ua hauj lwm	доброволец
	taboruce	voluntario	người tình nguyện

warning	be careful, this is dangerous		
	upozorenje, pažnja	ceeb toom	предупреждение
	digniin	advertencia	báo trước, cảnh báo
waste	things we throw away, garbage		
	otpadni materijal	khib nyiab	отходы
	qashin	desperdicio	chất thải
waste-to-energy facility	plant that burns garbage to make electricity		
	mjesto za pretvaranje otpada u korisnu energiju		qhov chaw hlawv khib nyiab
	установка для получения энергии из отходов		goob gubta qashinka
	instalación de transformación del desperdicio en energía		nơi biến chất thải thành nhiên liệu
wastewater	dirty water from homes and businesses		
	otpadne vode	dej liam sim	сточные воды
	biyaha la isticmaalay/biyo qashin ah	agua residual	nước thải
wastewater treatment	cleaning the dirty water from homes and businesses		
	prečišćavanje otpadnih voda	kev lim dej liam sim	обработка сточных вод
	nadiifinta biyaha la isctimaalay	tratamiento del agua residual	xử lý nước thải
watery eyes	crying from eye irritation		
	suzne oči	qhov muag muaj muaj kua muag	слезотечение
	il ilmaynaysa	ojo lloroso	chảy nước mắt
weed killer	chemical that kills weeds		
	sredstvo za uništavanje korova	tshuaj tua nroj	средство для борьбы с сорняками
	dilaha dhirta qashinka ah	mata hierva	diệt cỏ dại
wildlife	wild animals		
	fauna	tsiaj qus	живая природа
	ugaadha	vida silvestre	thú hoang dã, môi trường tự nhiên, hoang dã
wise	informed good judgement		
	razuman	thoob tsib	бережный
	caqli-gal ah	sabio	khéo léo, đúng đắn
woodchips	very small pieces of wood made from grinding up a tree		
	iverje	txhais ntoo	щепки
	burburka looxa	trozos de madera	mảnh gỗ vụn